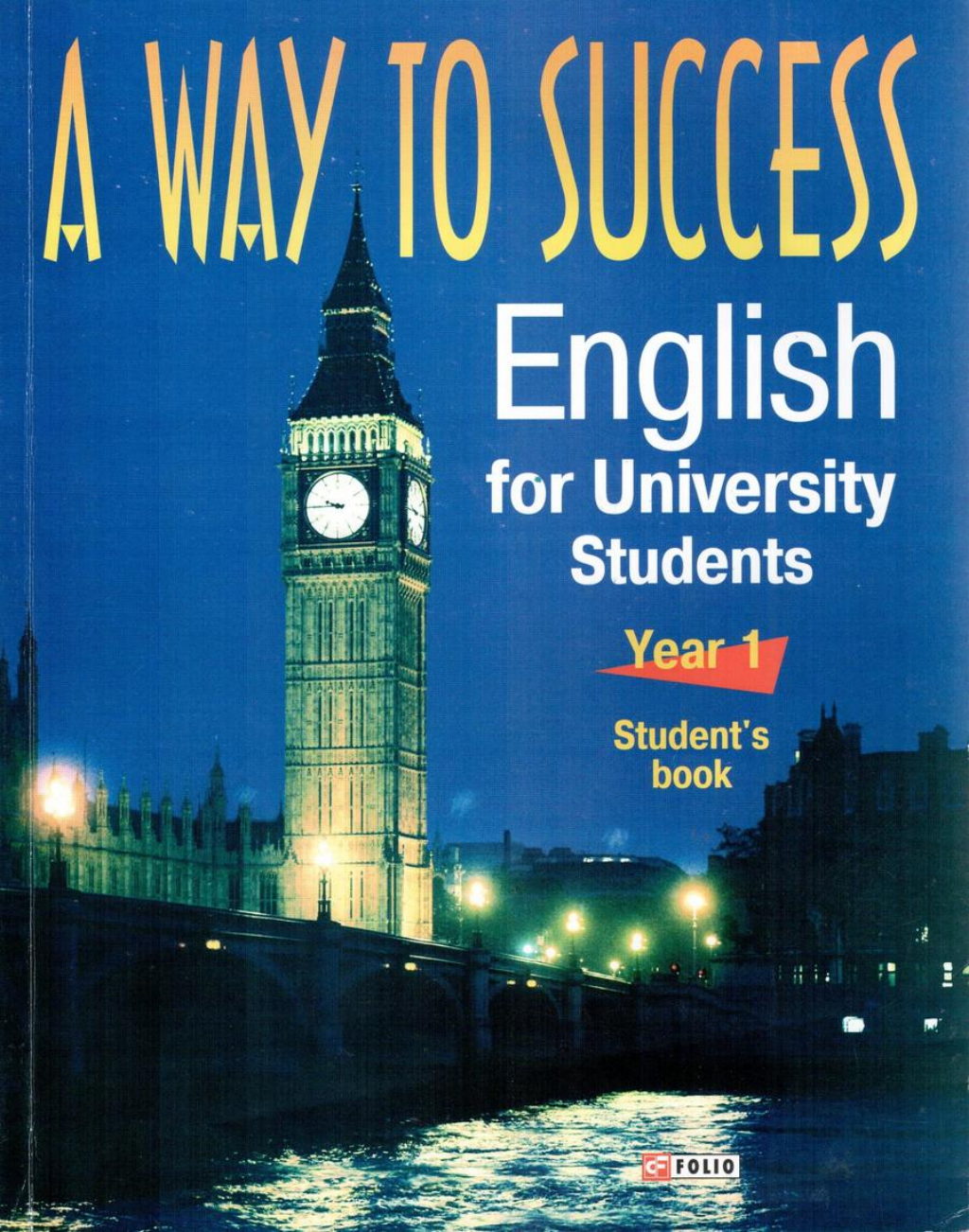
A WAY TO SUCCESS

English for University Students

Year 1

Student's book



FOLIO

A WAY TO SUCCESS

English for University Students

Year 1

Teacher's Book

РЕКОМЕНДОВАНО
Міністерством освіти і науки України
як навчально-методичний посібник
для студентів вищих навчальних
закладів

Харків
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Contents

4 ..... **Introduction**

5 ..... **Unit 1**
HELLO! NICE TO MEET YOU...

16 ..... **Unit 2**
HANDSOME IS AS HANDSOME DOES

32 ..... **Unit 3**
EVERY MAN TO HIS TRADE

49 ..... **Unit 4**
WORK DONE, HAVE YOUR FUN

67 ..... **Unit 5**
YOUTH IS FULL OF PLEASURE?!

86 ..... **Unit 6**
YOUR NEAREST AND DEAREST

100 ..... **Unit 7**
WEDDING BELLS HERE AND THERE

120 ..... **Unit 8**
SPARE THE ROD AND SPOIL THE CHILD?

138 ..... **Unit 9**
LIFE IS NO BED OF ROSES

154 ..... **Unit 10**
HOME, SWEET HOME

175 ..... **Unit 11**
THERE IS NO PLACE LIKE HOME

195 ..... **Unit 12**
HOUSEKEEPING IS NOT A JOKE

218 ..... **Unit 13**
EAT WITH PLEASURE, DRINK AT MEASURE

241 ..... **Unit 14**
SO MANY COUNTRIES, SO MANY CUSTOMS

256 ..... **Unit 15**
SHALL WE SHOP TILL WE DROP?

274 ..... **Unit 16**
AT YOUR SERVICE

287 ..... **Unit 17**
GOOD CLOTHES OPEN ALL DOORS

303 ..... **Unit 18**
SOME MEN ARE WEATHER WISE, OTHERS ARE OTHERWISE

317 ..... **Unit 19**
LEARN WHILE YOU ARE YOUNG

Introduction

"A WAY TO SUCCESS" is a multi-skill course for 1st year university students who major in English. It has been developed in accordance with the requirements of the Curriculum for English language development in universities and institutes (Kyiv, 2001).

The main features of the course are communicative and learner-centred methodology, integrated development of the basic communicative skills, relevance to students' personal and professional growth.

The course comprises a fully-illustrated Student's book, teacher's edition and two audiocassettes. It is supported with Pronunciation workbook, Grammar workbook and Reader.

Most of the reading and listening materials are taken from authentic sources. Their complexity as well as that of the tasks to them corresponds to B1+level of the Council of Europe Framework of Reference.

There are 19 units in the course-book each providing challenging material organized round topics, situations and functions.

In each unit students will experience English in action and learn more about English-speaking world cultural diversity. Tasks are graded and relevant to the students' needs.

The course is created by a group of lecturers from Kharkiv Skovoroda State Pedagogical University and Kharkiv Karazin National University. It was piloted at Kharkiv Skovoroda State Pedagogical University in 2001—2004.

The authors appreciate and give due credit to the British Council Ukraine, especially to ELT Project Manager Olena Gorsheniova for the inspiration and support given to our writing team.

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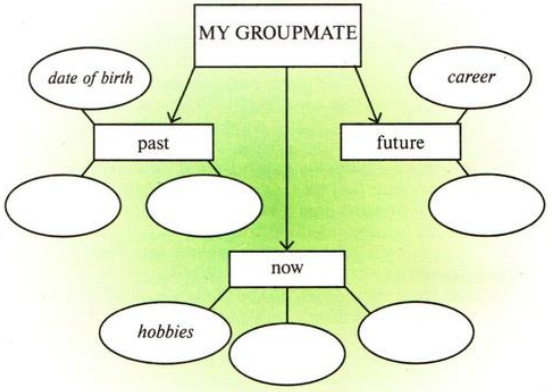
Unit 1

HELLO! NICE TO MEET YOU...

I. LEAD-IN

CONGRATULATIONS!!!
You've made it to University! The world of independence and excitement! You're a student entering your first year of studies. You are going to meet a lot of new people and make friends with them.



1 **Fill in the blanks of the diagram with the ideas of what you'd like to know about your groupmate.**

2 **Prepare a list of questions based on the diagram and ask them to your partner. Then introduce him/ her to the group and tell the most interesting facts you have learned about him/ her.**

II. VOCABULARY

NAMES

- a first name
- a patronymic
- a surname (last name *(AE)*, a family name)
- a middle name
- initials
- a full name
- by the name of, called
- to name after
- a nickname
- to be nicknamed
- a pet name
- a namesake
- a name day
- a maiden name
- to change one's name (to)
- a false/ real name
- a pseudonym, a pen name
- to know smb under the name of...
- to know smb only by (first) name
- be on first name terms with

3 **Match the words from the left column with their definitions in the right column.**

1) a namesake	**a)** a name shared by all the members of a family
2) a pen name	**b)** a name often given at school to annoy or upset a child, or connected with one's character or appearance
3) a surname	**c)** a person that has the same name as smb else
4) a pet name	**d)** a name used by a writer instead of the real name
5) a maiden name	**e)** capital letters representing a person's all names
6) a nickname	**f)** a woman's family name before marriage
7) initials	**g)** a name you use for smb instead of their real name as a sign of affection

4 **Fill in the gaps with the words and phrases from exercise 2.**

1) Charlotte Brontë wrote under the _____ of Currer Bell.
2) What is the _____ of the famous English poet Byron? — It is George Gordon Byron.
3) They _____ the girl Maria.
4) A Ukrainian full name consists of a _____, a _____ and a _____.
5) They are both called Tom Brown. They are _____.
6) Sweetie, honey, and love are widely used English _____.
7) I can't find his telephone number in the directory because I don't know his _____.
8) He was _____ Fatty by his classmates because he was overweight.
9) He calls himself John but I am sure it is not his _____.
10) She didn't change her _____ after her marriage.
11) Can your son be _____ with our President?

5 **A)** **Discuss the following questions with your partner.**

1) What is your first name/ patronymic/ family name, etc.?
2) Does your name have a meaning in your language? What?
3) Is your name common in your country?
4) Do you know why your parents chose this name for you?
5) Are you named after someone? Who?
6) Are there other people in your family with this name?
7) What is your mother's maiden name?
8) Do you believe that a person's name influences his/ her character and predetermines his/ her life?
9) Do you know when your name day is?

B) **Discuss the following questions in your group.**

1) Do any of your friends have nicknames? What are they?
2) Why do people take pseudonyms?
3) What do the initials stand for in the following names: G.G. Byron, G.B. Shaw, G.S. Skovoroda, N.V. Gogol?
4) Can you give full names for the following short ones: Bill, Ben, Steve, Pat, Bobby, Kate, Liz, Mike?
5) Name 3 writers who used pen names.
6) Why do people change their names?
7) How has the fashion for first names changed during the last two decades?
8) Do we know all pop and film stars by their real names? How important are good names for their artistic career?
9) What English and Ukrainian pet names do you know?
10) Who would you like to be on first name terms with?
11) Are people in the following relationships on first name terms in Ukraine? How about in the UK?
    a) pupil — teacher;
    b) student — lecturer;
    c) employee — boss.

6 **Guess the meaning of expressions with the word "name" in the following sentences. Translate the sentences into Ukrainian.**

1) Who are you? — Oh, I go by various names.
2) She was worried that the scandal might ruin her good name.
3) What in heaven's name are you doing?
4) "You are her husband, aren't you?" — "In name only," he said with a sad smile.
5) In the name of the law, open the door!
6) As far as I know, he hasn't lent his name to the proposal. It was Alex's idea.
7) I won't put my name to rubbish like that.
8) Brilliant young fellow... He'll make a name for himself within a few years as a poet.
9) In fishing, patience is the name of the game.
10) If you tell anybody that I cheated at the exam, my name's mud.
11) It doesn't do to call all these people names, because they are just like the rest of us.
12) Ken was trying to boast his connections in business and was dropping names of his partners.

III. READING

7 **Before reading answer the questions:**

1. **What are the most common ways of choosing names in Ukraine?**
2. **Can you explain the origin of the most usual Ukrainian surnames?**
3. **Do you know any unusual Ukrainian names?**
4. **What parts do English and Ukrainian names include? Are they the same?**

What's in a Name?

Names are part of every culture and they are of enormous importance both to the people who receive names and to the societies that give them. A name differentiates one child from others and, through it, the individual becomes part of the history of the society.

There is a great deal of difference from one culture to another in how names are given. In some cultures children get their names from the **totems** and family trees of their parents. Sometimes names are taken from events which happen during the pregnancy of the mother or shortly after the birth of the child. In other cultures, names are divined through magic and incarnation. There are cases when the name given at birth is only the first of several names a person will bear during their life. When this happens, the new names are given either to mark important **milestones** in life or to **ward off** evil spirits by tricking them into thinking that the person with the old name has disappeared. In many countries, parents must register a child's birth and record the child's name. Then they receive the birth certificate. But how do people choose names?

Until about the 14th century most people had only one name. In **medieval** England 3 of 5 men carried the name of Henry, Robert, John, William or Richard. As towns and cities grew, so did the necessity to further identify individuals and families, thus requiring a second name or a surname.

With few exceptions there were four ways surnames or permanent family names were adopted. They were: 1) patronymics — the father's name with "son" immediately after it, for example Peterson, Adamson, Woodson; 2) place names — words that identify where a person or family lived or came from, for example Hill, Lake, Wood, Road; 3) occupational names — what a person did for a living, for example Miller, Butcher, Baker, Tailor; 4) nicknames — usually based on a person's personality or characteristics, for example Short, Long, Savage, White, Brown.

For several hundred years the most popular names given to newborns were those of biblical persons or saints. In the 16th and 17th century the people began giving their children not only a first or Christian name and a surname, but also a middle name. In America male children were often given the maiden name of the mother as a middle name, thus honoring and preserving the mother's family tree. Another common practice was to name children after the parents' brothers and sisters.

There are quite a few relatively common short forms of names that have male and female forms: Alex, Chris, Jean, Lee, Pat, Robin, Sal, Sam, Teddy, Terry and others.

Many people want names that are so unusual, they are practically unique. A person with a made-up name will most likely never meet another person with the same name. Making up a name is easy, you just combine sounds of other names or words: Jolissa is a combination of Josephine and Lissa, Keilyn — Keith and Lynette, etc.

On the other hand, names of twins sometimes show unmistakable similarity. Most often they are given names that begin with the same letter (Richard and Robert). Or they have different first letters but are **similar** in sound, rhythm or rhyme (Tracy and Stacy). Aidan is Nadia **in reverse**. Amy and May are **anagrams** of each other. Aurora and Dawn have the same meaning as Aurora means 'dawn' in Latin.

We often give pet names to people to show our **affection**. The most popular pet names in English are love, honey, teddy bear, pooh-bear, gorgeous, honeybun, cutie, pumpkin, sweetie, baby, squirrel, sugar doll, peach and many others.

8 **Match the following phrases with the words highlighted in the text.**

a) a word made by arranging the letters of another word in a different order;
b) like something but not exactly the same;
c) a stage;
d) the feeling of loving smb;
e) connected with the Middle Ages;
f) to protect or defend yourself against;
g) backwards;
h) a respected symbol of a tribe or family.

9 **A) Fill in the table and talk about the ways people are given names in English-speaking countries and Ukraine.**

№	Ways of giving names	Examples in English	Examples in Ukrainian
1	Occupational name	Turner	Токар
2			
3			

B) Talk about your own family name and your mother's maiden name. Which of the categories mentioned above do they belong?
C) Give titles to each paragraph of the text. Speak about Ukrainian names using your list as a plan.

IV. VOCABULARY

- a newborn
- a baby
- a toddler
- a child, a kid (*inform*)
- at one's mother's knee = on one's mother's lap
- childhood
- a preschooler
- a teenager
- to be in one's teens
- to be under age
- a youth, an adolescent = a young man
- to be/ come of age
- an adult, a grown-up
- middle-aged
- to be retired
- a pensioner
- elderly
- older generation

AGE

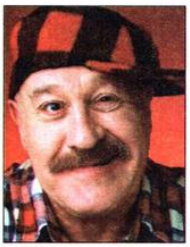
- an old man, woman
- at the age of 24, aged 24
- to be the same age
- to be under/ about/ over (20)
- to be in one's early/ mid/ late twenties
- to be long past 40
- to turn 60
- to live to be 70
- 5 years younger/ older than me
- twice as old as

10 **Talk about the age of your family members using as many age expressions as appropriate.**

11 **Paraphrase the sentences using the words and phrases from the topical vocabulary. There may be more than one possible answer.**

1) Paul was 22 years old when he got married.
2) My little son is only 5 months old.
3) Kate was 30 yesterday, it was a great birthday party!
4) Mike is 15 years old and you know how difficult these years are!
5) My father is 43 years old, he is an accountant and works in a bank.
6) I am 55 years old, but I think my life has just started!
7) His brother was 48 when he moved to the USA.
8) My Granny is 76 years old, but she likes to dress up very much.
9) Her grandfather was a bus driver for 40 years but now he doesn't work.
10) She is 25 and her husband is 25 too.
11) Children in Ukraine start school when they are 6 years old.
12) My little cousin has learnt to walk, but he's falling all the time.
13) She called her daughters "the girls" though they were about 50.
14) I learnt these songs when I was very young.

12 **Look at the photos and talk about the age of the people in them using as many age expressions as you can.**



13 **Translate the sentences into English.**

1) Англійські й американські імена не мають по батькові. Але до них часто додають друге ім'я, яке знаходиться перед прізвищем, якщо ім'я пишуть повністю.
2) Батьки інколи називають новонароджених на честь старших членів родини.
3) Дошкільнята і підлітки часто дають смішні прізвиська тим, кого вони люблять або не люблять.
4) Кейт настільки не подобалось її дівоче прізвище, що вона змінила його зразу, як тільки вийшла заміж.
5) Ми настільки звикаємо до вигаданих імен і псевдонімів письменників, акторів і співаків, що їхні справжні прізвища нас дивують.
6) Малюки будь-якого віку полюбляють сидіти на колінах у матері.
7) Трудно бути неповнолітнім. Дорослі весь час кажуть, що ти вже виріс, але насправді старше покоління не вважає досить дорослими тих, кому ще не виповнилося 30.
8) Коли молоді люди в Україні стають повнолітніми, вони отримують паспорт.
9) Юнаки у віці 20 років вважають літніми людей середнього віку.
10) Моїй мамі далеко за 30, їй майже 40. Вона ще не на пенсії і не хоче думати про той час, коли постаріє.
11) На жаль, як тільки людині минає 60 років, вона починає замислюватись над тим, скільки років вона проживе.
12) На скільки років та дівчина молодша за тебе? — На 5. Ви з нею одного віку. — Виходить, вона удвічі старша від моєї сестри.

V. LISTENING

14 **Listen to the extract from the novel "Dead Cert" by Dick Francis and fill in the form given on the right.**

Date: _____ Time: _____

Name: (1) _____

Age: (2) _____

Present address: (3) _____

Permanent address: (4) _____ village Induna

Occupation: (5) _____ in his London office

Business details: they trade in copper, lead, (6) _____,
they are (7) _____

VI. SPEAKING AND WRITING

15 **Work in pairs and ask each other the following questions and answer them.**

1) What country do you come from?
2) What is your birthplace? Whereabouts in the country is it?
3) What foreign languages can you speak/ read/ write/ understand?
4) Do you speak it well/ fluently/ badly/ with a strong accent/ with a slight accent?
5) What is your mother tongue?
6) What is your address?
7) What school did you go to?
8) When did you get your secondary education certificate/ diploma?

16 **Classroom Interview**

Step 1 **Interview one of your groupmates. Ask him/ her questions to fill in the form given on the right.**

Step 2 **After the interview write a paragraph (of about 120—150 words) introducing your partner to the rest of the group. Do not try to tell everything you found out in the interview. Instead, emphasize 2—3 things that seem most important to you.**

Last name _____
Fist name _____
Date of birth _____
Day/month/year
Marital status (single, married) _____ Sex (male, female) _____
Place of birth: town (village) _____ Country _____
Place of residence: town (village) _____ Country _____
Telephone number _____
Father's name _____ Age _____
Mother's name _____ Age _____
Brothers'/ sisters' names _____ Age _____
School finished _____
College/ University _____
Foreign languages _____
Interests _____
Foreign countries visited _____
Main ambition(s) _____

VII. LISTENING

17 **A) Listen to 8 conversations. Decide which of them are formal or informal. Write the letter 'F' for formal and the letter 'I' for informal for each situation.**

1 — 3 — 5 — 7 —
2 — 4 — 6 — 8 —

B) Listen to dialogues 3, 4, 5 and 6 again and fill in the missing parts.

Dialogue 3: "I am ____ your acquaintance, Mr Ashenden," said the prince's secretary, warmly shaking his hand.

Dialogue 4: "It's very ____, Joan."

Dialogue 5: "Mr Loring, ____ Dr. Matlock?"
"____"

Dialogue 6: "I still say we haven't met."
"____ Bo. ____? I see you brought your suitcase in."

18 **Match the opening phrases in the column on the left with the remarks on the right.**

1) Hello, John. How's it going?	a) Good morning, Mrs Baker. It was very kind of you to invite me.
2) Sally, this is Jane.	b) Hello, Jane. Pleased to meet you.
3) I do hope I'm not too early.	c) Hello, Pete. It's nice to see you again.
4) Do you know George?	d) Fine, thanks, Sally. And you?
5) Miss Smith, I'd like to introduce you to Mr Brown.	e) No, I don't believe I have.
6) I'm very well. Thank you. And how are your children?	f) Oh, no. Not in the least. I'm so pleased you could come.
7) Pam, say hello to Pete.	g) How do you do, Miss Smith?
8) How do you do?	h) No, I can't say I do.
9) I don't believe you've met Miss Baker, have you?	i) They're fine, thank you. And how are your parents?
10) Good morning, Mrs Smith.	j) How do you do?

19 **Use the expressions from the previous exercises and Useful Language box to introduce**

a) your partner to the teacher;
b) yourself to the teacher;
c) two students in your group to each other;
d) the dean, Mr Jones;
e) yourself to your groupmate;
f) your brother to your friend;
g) your friend to your father.

USEFUL LANGUAGE

FORMS OF INTRODUCTION

a) Formal

- Allow me to introduce Dr Smith. — This is Mr Baker.
- Let me introduce Mr Brown. — Mr Lee.
  The answer: How do you do? Pleased to meet you.

b) Introducing a speaker

- Ladies and gentlemen! I have a great pleasure in introducing our guest, Prof. White, of Stanford University.

c) Less formal

- May I introduce Mr Baker? — This is Mr Smith.
- I'd like you to meet Mrs Blake.
- Mrs Blake I'd like to introduce Mrs Burton (to you).
  The answer: How d'you do? Nice of you to come.

d) Informal

- (This is) Mr Brown. — Mr Miller.
- Meet my friend Chris.
- Have you met Betty? — *The answer:* No, I haven't. Hello, Betty. I'm Mary.
- Have you two met? — No, we haven't. — Oh, sorry. George, this is Harry. Harry — George.
- This is our son Peter. He's our youngest. — *The answer:* Hello, Peter. I'm John.

e) If there is no third person to introduce you.

- May I introduce myself? My name is... — *The answer:* How d'you do. I'm...

VIII. READING

20 A journalist interviewed a young violinist, Hannah Bell, 8, who lives in Northampton, the UK, with her parents and her sister Rebecca. But all Hannah's answers got mixed. Can you match the questions the journalist asked with the answers?

1) I know you live with your parents and sister. Can you tell me anything about the other members of your family?
2) Are you of any help to your mom about the house. How do you feel about housework?
3) What are your tastes in food?
4) You play the violin, don't you? What are your likes and preferences in music?
5) How did you get involved in what you are doing now? Do you really enjoy it?
6) What do you like doing in your free time?
7) Do you have any pets?
8) What's your attitude to money?
9) How do you imagine your future?
10) What are your relationships with your sister?
11) Do you like school?

a) In music I like Mozart best because he composed very good tunes. I've been to hear the Vienna Philharmonic Orchestra in Vienna — I was looking at all their wrists to see how they played. I do that whenever I go to a concert. I'd like to play in a professional orchestra one day. I got my best toy on that trip — Bertie Bear. I got him on the plane. Usually I also go to concerts where Mummy and Daddy are playing. Daddy plays the oboe and Mummy plays the cello. I'd like to be as good as them one day. Playing music isn't their job — they do it in their spare time. My mum's a music teacher and my dad does something with printing.

b) Rebecca says she'd make a law saying you don't have to go to school, but I think school's all right. You learn things there.

c) I have four grandparents — two live in Ireland and two live in Somerset. We go and visit them quite often. I like visiting them because they spoil me and my sister Rebecca, especially the ones in Ireland. They always make sweets for us.

d) We did have a cat but it died. I was very sad, but he was very old. We are getting two Burmese kittens called Archie and Angel. Archie is going to be mine. I like having a pet because you can play with them and look after them. To look after a cat, you have to make it happy. We have another pet as well. She's a snake called Grace.

e) I think I'd like to be some sort of teacher when I grow up because I really like shouting at the boys when they're naughty. It must be hard to be a grown-up because they have to work and earn money and fill in lots of forms. It's hard being a mummy because she has to do all the housework. Daddy doesn't help because he has to go out to work. But it's hard being a child — people are always telling you what to do.

f) I started playing the violin when I was four. I didn't like it straight away, but I gradually got used to it. I have to do a lot of practising. Once I practised for an hour in one go. I don't mind playing in front of other people — I think it's nice when they clap.

g) I enjoy baking cakes with Mummy and Rebecca. We make my great-grandma's fairy cakes. They are her special secret recipe with a cherry on the top. Sometimes we can't wait and eat them before they've even got cold. But I hate washing up after cooking. It's always my job, and I wish we had a dishwasher.

h) I hardly ever fight with Rebecca, but she never cuddles me. I don't know why — I try to cuddle her but she doesn't like it. We don't share a bedroom but we'd like to. We wouldn't fight; we'd have lots of fun. When I go to bed at night I don't fall asleep straight away. I'm too busy thinking about all the things I did that day and all the things I should have done — like my homework!

i) I don't get pocket money, but I do get money for my birthday and Christmas. It's in the bank. I've got £500. I'm saving it for a house.

j) When I am at home I like playing games. My favourite is 'tig', where you have someone who is 'it' and they try to catch people. And I love reading too. My favourite book is Animal Ark. It's all about a girl who looks after animals. I like Harry Potter too. I've read the first three books, and Mummy's reading the fourth one to Rebecca and me every night before we go to sleep.

k) My favourite food is fish fingers, potatoes and beans, and I like chocolates too. I hate noodles. I have to go out of the room when someone is eating them. I know that vegetable and fruit are good for you. My favourites are carrots and grapes.

21 **Give good Ukrainian equivalents to the following sentences from the text. Compare your translation with your groupmates. Discuss which one is the best.**

a) My favourite is 'tig', where you have someone who is 'it' and they try to catch people.
b) I hardly ever fight with Rebecca, but she never cuddles me.
c) I didn't like it straight away, but I gradually got used to it.
d) Once I practised for an hour in one go.
e) I like visiting them because they spoil me and my sister Rebecca, especially the ones in Ireland.
f) My mum's a music teacher and my dad does something with printing.
g) To look after a cat, you have to make it happy.
h) I don't mind playing in front of other people — I think it's nice when they clap.
i) We don't share a bedroom but we'd like to.

22 **Without looking up in the text try to remember in what situations Hannah uses the following words.**

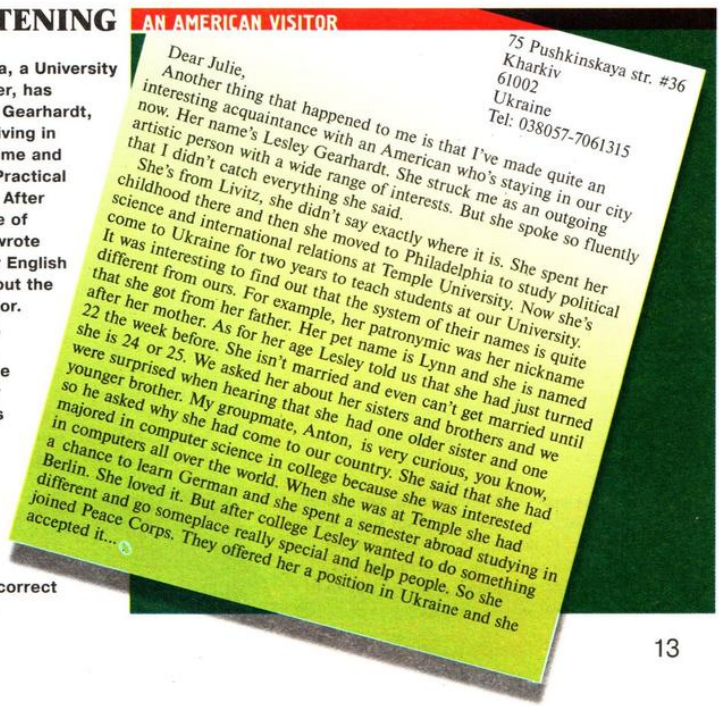
a) cherry
b) homework
c) sweets
d) fill in
e) the fourth
f) fun
g) spare
h) plane
i) save
j) grapes
k) dishwasher

23 **Now imagine that the journalist is trying to interview you using the same questions she asked Hannah. Answer her questions. If the question doesn't concern you, try to explain it politely. You can use the words ACTUALLY or AS A MATTER OF FACT to correct the inaccurate information the journalist has.**

For example: *Journalist:* You are still at school, aren't you? *You:* Actually, I left school several months ago and now I am at University, studying foreign languages.

IX. LISTENING

24 **Olga Leont'eva, a University English teacher, has invited Lesley Gearhardt, an American living in Ukraine, to come and speak to her Practical English class. After the lesson one of the students wrote a letter to her English pen friend about the American visitor. Unfortunately, she was not attentive at the lesson, so her letter contains 9 factual mistakes. Listen to the conversation between Lesley, Olga and her students and correct the mistakes.**



X. REVISION TRANSLATION

25 **Translate into English.**

1) Мені здається, я знаю цього чоловіка. Він мешкав на сусідній вулиці. Дивна особистість. Я знаю його лише на ім'я. Його звуть, здається, Теді. Але я думаю, що це не справжнє його ім'я. Можливо, це лише його прізвисько. Я пам'ятаю, коли він переїхав сюди, йому було ледве за 30. Зараз йому, напевно, далеко за 40. Взагалі-то, складно сказати, скільки йому років.

2) Мій син — підліток, йому немає ще й 16. Він збирається вступати до медичного коледжу. Йому добре даються природничі науки. Я думала, що в мене з ним буде багато проблем у підлітковому віці. Але, чесно кажучи, я гірше з ним справлялась, коли він був маленькою дитиною. Він був таким неслухняним!

3) Бетті була гарненькою дівчинкою. В школі її прозвали Лялькою. Вдома всі її любили і давали смішні прізвиська. Навіть коли вона стала дорослою, всі продовжували називати її різними смішними іменами. Коли їй виповнилося 35, серед подарунків були традиційні ляльки і м'які іграшки.

4) Мій двоюрідний брат і я — тезки. Мене назвали на честь діда, а його — на честь батька. Щоправда, по батькові нас називають по-різному.

5) Його тітка, коли вийшла заміж, вирішила залишити своє дівоче прізвище. Тому в неї з чоловіком різні прізвища, але діти їхні взяли прізвище батька.

6) Він вступив до університету, коли йому було трохи більше 20, а коли йому було близько 30, він написав свою першу книгу. Він узяв собі псевдонім, тому що йому не подобались його справжні ім'я і прізвище.

7) Я спробував визначити її справжній вік. Якщо вона закінчила школу у віці 17 років, значить, їй зараз 32. Виявляється, ми однолітки. А я думав, що їй десь 25.

8) Коли я підписую листи, адресовані Пітеру, я ніколи не пишу своє повне ім'я, а вказую лише ініціали. Цього цілком достатньо. Адже ми з ним приятелюємо.

9) Коли батьки реєструють народження дитини, вони обирають їй ім'я, яке вона буде носити все своє життя. Іноді її називають на честь іншої людини, родича чи якоїсь знаменитої особистості. Іноді батьки дають дивні і кумедні імена, і вони можуть впливати на долю людини. Якщо людині не подобається її ім'я, вона може змінити його чи взяти собі псевдонім, особливо якщо займається творчістю.

10) Я знаю його лише на ім'я, але не дуже добре з ним знайомий, у нас з ним офіційні стосунки. — Попроси Ніка познайомити вас. По-моєму, вони однолітки і знають одне одного з того часу, коли їм було не набагато більше 20, і вони у дружніх стосунках.

11) У нас у родині в кожного є прізвисько, вони дуже кумедні. А ось у школі діти, в основному підлітки, дають одне одному прізвиська, які можуть бути образливими, а іноді ці прізвиська залишаються навіть у дорослих людей.

XI. WRITING

WRITING ADDRESSES

26 **A) Look at the way we write down postal addresses in English.**

B) Put these addresses in the correct order as if you were writing them in a letter or on an envelope.

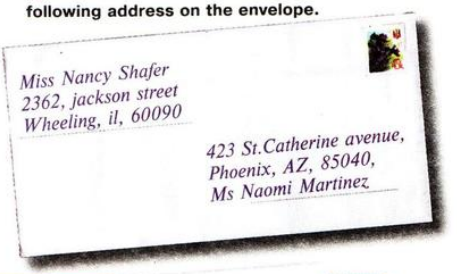
a) Mr Sunderland/ Oregon City/ 97045/ USA/ OR/ 192 Whitney Lane

b) San Diego/ CA/ 23 3rd September Street # 47/ 96098/ Mr Kitzhaber/ USA

c) Mrs J. Lowe/ Princess Street/ London/ EC1 7DQ/ UNITED KINGDOM/ Planter House/ #48

d) 34 University Park Lane/ Ms Carmen Brown/ Florida International University/ Miami/ 33139/ FL

C) Find and correct the errors in the following address on the envelope.



27 **Write a letter to your groupmates about yourself.**

Step 1: **Gather Ideas and Information. Fill out the worksheet to use as a guide for your letter. If the worksheet does not help you say what you want to say, make up your own outline for the letter, but plan to group your thoughts in paragraphs, as illustrated in the worksheet.**

Step 2: **Write your Letter.**

Step 3: **Read your letter aloud to a small group. After you have read it, let the students of the group take turns answering the following questions:**

1) What about yourself interested your groupmates most?
2) What would they like to know more about you?

Dear groupmates, ← Greeting

[Describe the things that most people know about you.] ← Body

[Describe some things that very few people know about you.]

[What would you like people to know about you and why?]

[Add anything else you would like to say to your groupmates.]

Your friend, ← Closing

Signature

Unit 2

HANDSOME IS AS HANDSOME DOES

I. LEAD IN

1 **There are a lot of scientific, pseudo-scientific and just funny methods to find out what sort of personality you have.**

A) Methods listed below have been used to analyse people's characters for years. Match them with the pictures.

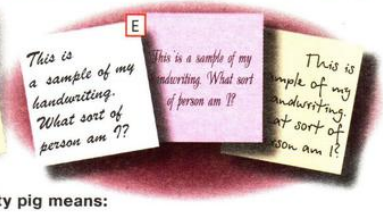
- physiognomy, studying people's appearance
- tarot (reading cards)
- graphology (studying one's handwriting)
- astrology (studying the position of the stars, etc. when someone was born), e.g. Zodiac horoscope, Oriental horoscope
- palmistry (reading and interpreting lines on one's palm)

A

B

D

C



E

What your personality pig means:
If your pig is drawn...

- towards the top of the paper, you are positive and optimistic.
- towards the middle, you are realistic.
- towards the bottom, you are pessimistic.
- facing left, you believe in tradition, you are friendly and remember dates.
- facing right, you are innovative and active, but lack a strong sense of family.
- facing front, you are direct and neither fear nor avoid discussions.
- many details, you are analytical and cautious.
- few details means you are emotional and a risk-taker.
- four legs showing, you are secure, stubborn and stick to your ideas.
- less than four legs, you are insecure or going through a period of major change.
- the bigger the ears on your pig, the better listener you are!

B) One of the new funny methods to learn more about your character is "Your personality pig" technique given below. What to do:

Very quickly — within five seconds — draw a pig on a piece of paper. Don't worry about your style or lack of artistic talent, just do it without thinking about it.

C) Have you ever tried any of these methods? Which of them do you believe? Why?

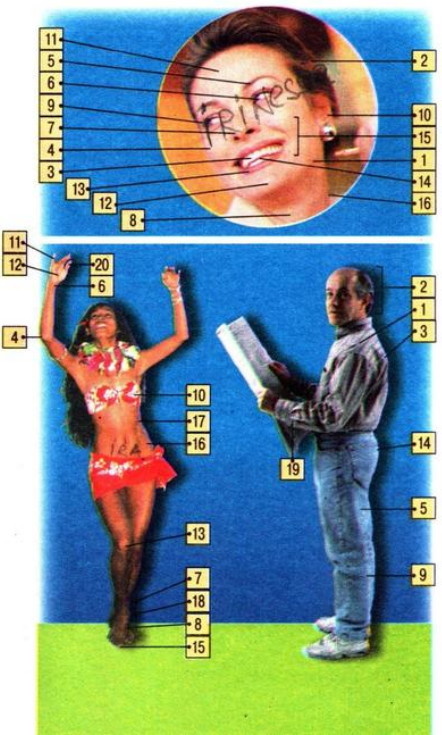
II. VOCABULARY

2 **Sort out the words from the list below under the following categories:**

HEAD	TRUNK	LIMBS

- shoulders
- face
- back
- hand
- fingernail
- cheekbone
- neck
- thumb
- earlobe
- palm
- ring finger
- waist
- knee
- buttocks
- forehead
- ankle
- bosom
- nostril
- eyes
- navel
- belly
- breast
- arm
- jaw
- chest
- forefinger = index finger
- elbow
- mouth

3 **Label the parts of the body in the pictures given below.**



4 **Draw a face with some special marks given below. Describe it to your partner and let him/her draw it. Compare your pictures.**

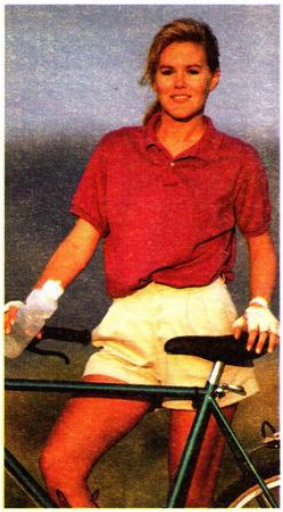
1) a moustache
2) a beard
3) whiskers
4) a scar
5) a mole
6) a birthmark
7) a dimple
8) a pimple/ an acne
9) freckles
10) wrinkles
11) bags under the eyes
12) laugh wrinkles around the eyes and the mouth

5 **Match the following explanations with the words from the box.**

receding	shrewd	bulging
hour-glass	tangled	frail
stooped	snub	aquiline

1) irregular, swollen, curving outwards eyes
2) (*of a man's hair*) growing less and less at the front of the head
3) clever and piercing (*about eyes*)
4) weak, fragile
5) bending the body forward
6) with a very thin waist in comparison to a chest and hips
7) short, turned up (*about nose*)
8) hooked as the beak of an eagle
9) untidy (*about hair*)

6 Match the Ukrainian expressions with the English equivalents.



a)	вигоріле на сонці (волосся)	**1)**	wrinkles
b)	широко розміщені (очі)	**2)**	chestnut
c)	каштанове (волосся)	**3)**	wide-shouldered
d)	мішки під очима	**4)**	sun-blanched
e)	відстовбурчені (вуха)	**5)**	far-set
f)	(ніс) з горбинкою	**6)**	bags under the eyes
g)	ямочки на щоках	**7)**	dimples
h)	знебарвлене (волосся)	**8)**	protruding
i)	сухе (волосся)	**9)**	bleached
j)	розкосі очі	**10)**	mischievous
k)	(обличчя) у веснянках	**11)**	aquiline
l)	(волосся) до плечей	**12)**	finely plucked
m)	чергова посмішка	**13)**	slanting
n)	стрункa (дівчина)	**14)**	slim/ slender
o)	зморшки	**15)**	almond
p)	охайно вищипані (брови)	**16)**	shoulder-length
q)	насмішкуваті (очі)	**17)**	ready smile
r)	проникливі (очі)	**18)**	freckled
s)	схрещені (руки)	**19)**	folded
t)	мигдалеподібні (очі)	**20)**	shrewd
u)	широкоплечий	**21)**	dry

7 MIRROR, MIRROR ON THE WALL...

A) Sit down at the table and place a mirror in front of you. Look at yourself. To describe your appearance, choose the most appropriate answer to the questions given below.

1. Is your hair...?

a)	silky	**f)**	tangled
b)	thick	**g)**	fluffy
c)	receding	**h)**	natural/ dyed
d)	heavy	**i)**	curly/ wavy
e)	bushy	**j)**	straight

2. How do you wear your hair?

a)	long/ short/ shoulder-length	**i)**	with parting on one side
b)	waved/ curled/ permed	**j)**	with centre parting
c)	smooth	**k)**	in a tumbling mane
d)	loose	**l)**	in a free-style fashion
e)	in plaits/ braids	**m)**	with a fringe
f)	in pigtails	**n)**	in a crew cut
g)	in a pony-tail	**o)**	spiky
h)	in a bun at the nape of the head	**p)**	cropped

3. What is the colour of your hair now?

a)	jet-black	**h)**	red
b)	chestnut	**i)**	sun-blanched
c)	sandy	**j)**	honey-coloured
d)	blond/ fair	**k)**	the copper with a few highlights
e)	auburn	**l)**	bleached
f)	white/ grey/ greyish	**m)**	platinum blonde
g)	copper		

4. What is the shape of your face?

a)	square	**c)**	oval
b)	round	**d)**	heart-shaped

5. What kind of eyes have you got?

a)	big/ large/ small	**d)**	far-set
b)	slanting	**e)**	close-set
c)	almond	**f)**	bulging

6. What is the colour of your eyes?

a)	black	**c)**	dark blue	**e)**	hazel
b)	blue	**d)**	green	**f)**	grey

7. What is the usual look of your eyes?

a)	soft/ warm	**g)**	cold
b)	kind/ friendly	**h)**	icy
c)	shrewd	**i)**	strict
d)	hard	**j)**	dreamy
e)	piercing	**k)**	sleepy
f)	quizzical	**l)**	mischievous

8. What kind of eyelashes have you got?

a)	long	**d)**	silky
b)	short	**e)**	thick
c)	curled		

9. What kind of eyebrows have you got?

a)	bushy	**d)**	thick
b)	pencil-thin	**e)**	heavy
c)	finely plucked		

10. What kind of cheeks have you got?

a)	pale/ ivory	**d)**	hollow
b)	rosy/ pink	**e)**	with dimples
c)	plump	**f)**	chubby

11. What kind of lips have you got?

a)	thin/ full/ thick/ puffy	**c)**	outlined with a lip pencil
b)	rosy/ pink/ cherry	**d)**	well-cut

12. What kind of skin have you got?

a)	fair	**d)**	tanned	**g)**	smooth
b)	dark	**e)**	delicate	**h)**	dry
c)	pale	**f)**	sensitive	**i)**	oily

13. What kind of teeth have you got?

a)	even/ regular	**d)**	big/ little
b)	a little crooked	**e)**	sharp
c)	strong	**f)**	artificial

14. What is the shape of your nose?

a)	long/ short	**e)**	broad
b)	snub/ turned-up	**f)**	flat
c)	hooked	**g)**	straight
d)	aquiline		

15. What is the shape of your chin?

a)	pointed	**d)**	protruding
b)	double	**e)**	strong
c)	with a cleft	**f)**	weak

16. What kind of ears have you got?

a)	big/ small	**c)**	lopped/ cauliflower
b)	protruding	**d)**	pierced

17. What kind of figure/ built have you got?

a)	slim/ slender/ lean	**g)**	thick-set/ solid/ stocky
b)	skinny/ bony	**h)**	frail
c)	fat/ overweight	**i)**	graceful
d)	round/ plump	**j)**	broad/ narrow-shouldered
e)	well-built/ muscular	**k)**	narrow-hipped
f)	well-rounded/ stout	**l)**	tall/ short
		m)	an hour-glass figure

18. What is your usual posture?

a)	with a straight back/ upright	**d)**	with the head to one side
b)	with hunched shoulders/ stooped/ slouched	**e)**	with folded arms
		f)	with hands in pockets
c)	with the head up	**g)**	relaxed

19. What kind of smile do you like to wear?

a)	slight/ little/ faint	**f)**	ready
		g)	kind/ soft
		h)	charming
b)	welcoming	**i)**	friendly
c)	knowing	**j)**	sunny
d)	fixed	**k)**	strained
e)	artificial	**l)**	disarming

B) After you have chosen words to describe yourself, join them into sentences and give a full description of your appearance to your partner.

III. SPEAKING

8 **Find out how good you are at describing people's appearance.**

A) Choose one of your groupmates and describe him or her to your partner without giving his/ her name so that your partner could recognise him/ her.

B) Think of a very famous person who is definitely known to all your groupmates. It may be a politician, a famous actor or a popular singer. Describe his/ her appearance to the class so that they could recognise this person.

9 **Fill in the gaps with the words given in the column.**

well-cut lips, muscular, slim waist, wide shoulders

1) "How could any woman not love him? Six feet tall, two hundred pounds, _____, a _____, _____, and a face like a dark angel: _____ like those on a marble statue. It wasn't unusual for women to be struck dumb at the sight of him." *(Jude Deveraux, "The Heiress")*

straight, heart-shaped face, silky dark lashes, beautiful, dark hazel eyes, pretty

2) "As for Jamie, he saw a very _____ young woman, not _____ like the heiress, but the animation on her face made up for everything. She had a _____ with _____ surrounded by _____, a little _____ nose and the most perfect mouth he had ever seen." *(Jude Deveraux, "The Heiress")*

too large, weighted loops, short, thick nostrils, broad fleshy nose

3) "She had _____ forearms, fingers like cocktail sausages, and a _____ with flared _____. Her head was _____ for her body. Her earlobes were _____, her earrings sitting in them like children in a merry-go (not all the way)-round." *(Arundhuti Roy, "The God of the Small Things")*

sallow, neat, pencil to recede, combed back, unathletic, taut, thin, narrow

4) "In his late thirties, he was an _____ little man. His _____ belly was completely at odds with the rest of his _____ body and _____ cheeks. His _____ moustache divided his upper lip horizontally into half. His hair had begun _____. It was oiled and _____ off his forehead. Clearly youth was not what he was after." *(Arundhuti Roy, "The God of the Small Things")*

aquiline, firm, small smile, clear, deep furrows, bald, very dark-brown

5) "Then a figure appeared in the doorway. He saw me without surprise, with a _____ on his face. He was nearly completely _____ as old leather, a man whose age was impossible to tell. The most striking thing about him was the intensity of his eyes: _____ emphasized by the remarkably _____ whites. He was obviously a man who rarely smiled. _____ ran from beside his _____ nose to the corners of his _____ mouth; they suggested experience, command." *(John Fowles, "The Magus")*

calm and amused, beautiful, slim, strange, pretty, almond, gray-violet, untanned

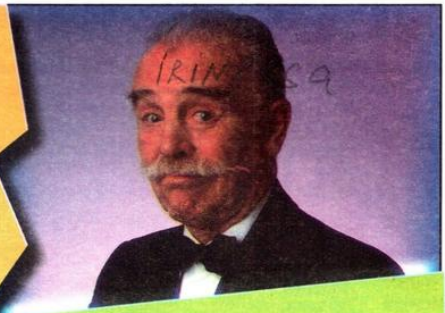
6) "It was a _____ girl of about my height, in her early twenties. She had a ravishingly _____ face, but completely _____, without any make-up. The Botticelli face; _____ eyes. The eyes especially were _____; _____ eyes, giving a natural mystery to the face... But her smile was _____ — as if she was sharing a secret with me. There was something about her mouth _____, that was at the same time enigmatic..." *(John Fowles, "The Magus")*

10 **Translate the sentences given below into English.**

1) Ребекка сподобалась мені з першого погляду. У неї були розумні, добрі, трохи насмішкуваті очі, злегка кирпатий маленький носик, гарно окреслені губи та чарівна посмішка.

2) Як справжня француженка, Марі змінювала зачіску та колір волосся дуже часто. Вчора вона могла бути блондинкою з гарно завитим волоссям до плечей, сьогодні її волосся могло бути зачесане в хвіст на потилиці і вилискувати на сонці міддю; завтра воно могло бути попелястим з кількома знебарвленими пасмами, що ними вільно грається вітер. Марі була легковажною і більше думала про свою зовнішність, ніж про навчання та майбутню кар'єру.

3) Хоча місіс Лаудер не було ще й тридцяти п'яти, в її волоссі було багато сивих пасом. Навряд чи вона коли-небудь фарбувала волосся, і можна було побачити, що до того, як вона почала сивіти, воно було темно-каштанове. На фотографії, що висіла на стіні, можна було побачити молоду місіс Лаудер. На ній вона була з двома кумедними хвостиками, пустотливими очима і радісною широкою посмішкою.



4) Агата Крісті наділила свого знаменитого персонажа Эркюля Пуаро такою виразною зовнішністю, що цього героя її романів завжди можна було легко впізнати. Він був невисокий на зріст і досить повний. У нього була голова яйцеподібної форми, пишні вуса, про які він ретельно дбав, і розумні проникливі очі. Крім цього, у нього була звичка гарно й зі смаком одягатися, він полюбляв пунктуальність і симетрію в усьому.

5) У більшості націй є характерні риси зовнішності. Наприклад, люди з країн Сходу скоріше невеликі на зріст, ніж високі. У них чорне, як смола, волосся, темні розкосі очі та круглі обличчя. На протилежність від них, слов'яни звичайно високого зросту з русявим або каштановим волоссям, великими блакитними, карими, сірими або зеленими очима. Історичні хроніки описують чоловіків-слов'ян широкоплечими і мускулястими, з вусами та бородами. Жінки-слов'янки, в основному, були високими і стрункими в юності, але набували приємної повноти у середньому віці. За давньою традицією, слов'янки до заміжжя носили довгі коси і не накривали голови хустками, а після весілля коси укладали навкруг голови і покривали хусткою або головним убором.

IV. READING

11 **You are going to read about something that costs nothing but gains a lot. While reading, match the smiles in the pictures with their definitions.**

The Power of a Smile

For probably as long as you can remember, you've been hearing: Smile! — whether you were having your picture taken, or someone was trying to cheer you up. But believe it or not, a smile can say a lot more about you than just how big your mouth is!

"There is a difference between people who smile with their eyes, and people who just smile with their mouths," says Dr. Anita Siegman, a Los Angeles psychologist. You can tell if a smile is genuine by looking at the eyes — they'll be sparkling, and reflecting the smiler's feelings!

Smile is a wonderful 'mood alterer'. Smiling, even if it's not sincere, can change your mood, or cause you to think something is funnier than if you weren't smiling, experts say. Research has also proven that the more you smile, the happier you can become. So, if you're feeling blue, a smile even a fake one can help to lift your spirits!

Smile is an 'influencer'. People who learn the art of the smile are much more successful in dealing with others than those who don't smile. People who smile more generally seem more trustworthy, and can often be more persuasive.

There are actually many different types of smiles. Each type of smile not only represents a different emotion and mood, it can also reflect the kind of person you are.

1. felt smile

2. flirtatious smile

3. qualifier smile

4. miserable smile

5. power smile

6. embarrassed smile

_____ Most often seen after a bad experience that you're trying to make the best of — like when you see the grade on a test you didn't do so well on, but you're trying not to let it get to you. This type of smile is characterized by pursed lips turned up at the corners.

_____ It's a wide, full, toothy grin. It says: "Trust me, I have nothing to hide." You see this one on politicians, and maybe even your student council president! This smile makes others feel instantly at ease, even those who know that perhaps the giver isn't being completely sincere!

_____ This is one you might want to practice! People around the world have flashed this smile for centuries. This smile is usually characterized by slightly lowered eye-lids, and often the head is facing one way, while the glance is cast another way. The closed lips and flirty or puckery mouth gives this smile power!

_____ This smile was probably pasted on your face the last time you had to tell your parents about something you did that you knew was going to make them angry — like getting a bad grade, or breaking your mom's favourite vase. It takes the edge off an otherwise unpleasant message. What it looks like? The lip corners may be tightened and the lower lip may be pushed up for a moment. A smile like this done well can often convince the recipient that what you did wasn't really SO bad.

_____ You probably flashed one of these after you accidentally slipped going down the stairs at school in front of everyone. It's a felt smile, with the eyes directed downward in embarrassment — no eye contact here! It says: "Please ignore what you've just seen or heard!"

_____ Considered the best smile, this particular smile is created by just one facial muscle (other smiles require many facial muscles). It is involuntary, and is triggered by genuine happiness or amusement. You can tell if someone is flashing this kind of smile by looking at the eyes — which are often smiling too. And you know you're seeing such a smile if you feel the urge to smile back!

12 **Smiles from A to Z.**

A) Below are some adjectives that can describe smiles. Fill in the missing letters and read them.

Letter	Adjectives to Describe Smiles
A	attr ___ ct ___ v ___
B	br ___ v ___, br___ ___ d
C	ch ___ rm ___ ng
D	disarming, deceiving,
E	enc ___ ___ r ___ g ___ ng
F	fr ___ ___ ndl ___, f ___ ls___ f ___ k ___, f ___ x ___ d
G	glued, g ___ n ___ in ___
H	h___ ___ rt ___ , h ___ pp ___
I	ir ___ n ___ c, intr ___ g ___ ___ ng, ic___
J	jolly
K	k ___ nd, kn ___ w ___ ng
L	l ___ v ___ l ___, l ___ t ___ ___e
M	m ___ st ___ r ___ ___ ___ s
N	n ___ st ___, n ___ rv ___ ___ s, n ___ c ___, n ___ ___ ght ___
O	opt___ m ___ st ___ c
P	pl ___ ___ s ___ nt, p ___ l ___ t ___
R	radiant, r ___ ___ d ___, r ___ ___ss ___ r ___ng
S	sc ___ pt ___ c ___l, s ___ ll ___, s ___ nc ___ r ___ st___ p ___d, s ___ nn___
T	tr ___ ___ n ___ d, t ___ ns___
U	___nd ___ rst ___ nd ___ng
V	v ___ ct ___ r ___ ___ ___ s
W	w ___ nn ___ng

13 **Find English equivalents to the following words and expressions in the text you have just read.**

- розвеселити когось
- змінити настрій
- поганий досвід
- широка посмішка
- щира посмішка
- справжнє щастя
- візуальний контакт
- жалюгідний
- відображати почуття того, хто посміхається
- чим більше ти посміхаєшся, тим щасливішим стаєш
- переконливий
- гідний довіри

14 **Match the idioms from the text (1–6) with their definitions (a–g).**

1) to feel blue
2) to lift spirits
3) to make the best of smth
4) to let smth/ smb get to you
5) to take the edge off smth
6) to feel the urge to do smth
7) to feel at ease

a) to make smth less bad, good, strong, cold, etc.
b) to allow smth to make you feel annoyed or upset
c) to have a sudden strong desire or need to do smth
d) to make someone happier
e) to be relaxed, especially in a situation in which people might feel a little nervous
f) to accept a situation which is not very good, and do whatever you can to make it better
g) to be sad and without hope

15 **Fill in the gaps in the sentences below with the idioms from the previous exercise. Remember to put the verbs into the correct tense form.**

1) The sun was hot on my back, but the south-easterly wind _____ the heat.
2) I'm under a lot of pressure at work, and sometimes it _____ me a bit.
3) If you _____, and don't know who to talk to, phone Depression Hotline, 24 hours a day, 7 days a week.
4) They talked all through the night about a million small things. She felt as if she'd known him all her life, and with the first rays of the sun she suddenly _____ to tell him all her problems.
5) While my mother was in the hospital, I would write her a poem or draw something nice for her every day. It helped me to _____.
6) Fred stayed very much in the background, but his soft, kind eyes helped Kate to _____ in the circle of his fellow-officers.
7) We are stuck here, in the middle of nowhere, but the company's good and we've got plenty of food to last us a couple of days, so we might as well laugh and _____ it.

16 **Translate the following sentences into Ukrainian. Pay special attention to the words and phrases in italics.**

1) Susan *smiled at* him and waved.
2) He *was all smiles* helping nursery school children splash out with water colours.
3) She *broke into a wide smile* as soon as she saw her grandson come into the room.
4) The teacher's words of praise *brought a smile* to Sam's face.
5) "I love this city," said Frank, *flashing a big smile.*
6) When Alan announced his engagement to Stephanie, Kate somehow managed *to force a smile* hoping it looked natural.
7) "We're going to have a visitor," said her mother, and Alice's *face broke into a grin* at the thought.
8) Joel *gave me a smile* and a big hug as I walked in.
9) I can always *raise a smile* — even on a rainy and difficult day.
10) Mrs Summerly's face *was wearing a welcoming smile.*
11) Tell him how much it'll cost — that should *wipe the smile off his face.*
12) He turned around and *threw me a radiant smile.*
13) When someone gives you *a sincere smile*, return it — smile back at the person.

17 **What kind of smiles do you think the following people might have?**

1) Mona Lisa in the portrait painted by Leonardo da Vinchi
2) Snow Queen from Hans Christian Andersen's fairy-tale
3) a person who is told that people will live on Mars in three years' time
4) a student who is going to take an exam in a subject he knows very little about
5) a student who has just passed a very difficult exam successfully
6) a grandmother who is watching her grandson making his first steps
7) a person who is going to do something bad
8) a person who has no real wish to smile but has to do it under circumstances
9) a person who is really happy to see you
10) a tired shop assistant at the end of the working day

V. LISTENING

18 You are going to listen to one of the most famous songs by the American singer Frank Sinatra, who was very popular in the sixties. The lines of the song are mixed up. Listen to the song, number the lines in the right order and sing the song with the singer.

SMILE

_1___ Smile, though your heart is aching
_____ You'll see the sun
_____ Through your fear and sorrow,
_____ Smile, even though it's breaking,
_____ Come shining through
_____ When there are clouds in the sky.
_____ You'll get by, if you smile
_____ Smile and maybe tomorrow
_9___ For you.
_____ That's the time you must keep on trying,
_____ Light up your face with gladness,
_____ Smile, what's the use of crying?
_____ You'll find that life is still worth while
_____ Hide every trace of sadness,
_____ Although a tear may be ever so near.
_16___ If you just smile.

VI. SPEAKING

19 **FIRST IMPRESSIONS**

A) When people meet for the first time they form an opinion of the other person. It may change later and the proverb says that appearances are deceitful. Still this first impression plays an important role in people's relationship. Mark 5 most important features for you with "✓". Is there any difference in the criteria by which you judge man's and woman's appearance? Explain your choice using Useful Language box.

B) Describe your first impressions of somebody. Say what struck you most and whether your opinion changed later.

Features of appearance	Man's	Woman's
Voice		
Eyes colour		
Eyes expression		
Hair colour		
Hairdo		
Make-up		
Complexion		
Facial features		
Facial expression		
Build		
Height		
Special marks on the face		
Gestures		
Posture		
Smile		
Clothes		
Accessories (e.g. jewellery)		

USEFUL LANGUAGE

- I think ... is more important because.../ ...is not as important as ... because
- In my opinion both these features are important but...
- If we compare ... and ... we can see that...
- I believe ... doesn't really matter ... because...
- I wouldn't say that ... can tell a lot about...

VII. READING

20 **Very few women don't use make-up. Those who do should know what their make-up can tell about them.**

A) Read the text given on the right and write out all the items of make-up mentioned in it.

B) Write Ukrainian equivalents to the items in your list. Add at least 5 more make-up items to this list. Explain what each make-up item is used for.

e.g. Mascara is applied to eyelashes and is used to make eyes more expressive.

Are you Classic, Dramatic or Natural?

Are you classic, dramatic or natural? According to psychologists, the way you wear your eyeliner and the shade of eye shadow you choose say a lot more about your personality than you might think.

I wouldn't say that I'm much of a make-up girl. I mean, I'm a beauty editor and I don't even own a foundation! But even I'm lost without certain products: no mascara and my eyes look like currants; no gloss and my lips crack up; no blusher and people ask if I'm ill. Whether we consider ourselves slaves to make-up or no, every year we shyly come up to cosmetic counters and hand over huge amounts of cash to those painted princesses who are beauty experts.

Of course, our interest in make-up starts at a young age. As kids, most of us raided our mother's make-up bag and as teenagers we begged to be allowed to wear it. Then, when our parents finally agreed, we smeared blues, greens and reds in very inappropriate places. One of my clearest memories is of my mother showing me how to use eye shadow to highlight and define. It made me feel like a grown-up and brought our relations closer. Now we could share eyeliner and giggle at each other.

As we grow older we become more comfy with our make-up routine. Whether we have an overstuffed cosmetic bag or the one reduced to the bare minimum, we tend to have a tried and tested look. We might extend it slightly for a big night out, but basically we prefer to have the same face every day. This is backed up by a recent Max Factor survey of 20,000 women, which revealed that we fall into one of three make-up types: natural, classic or dramatic. Their research also discovered that make-up can reveal a lot about your personality and lifestyle attitudes.

21 **Discuss the following questions.**

1) Do you feel lost without your make-up bag?

2) What do you keep in it?

3) Do you agree that make-up can be a safety mask?

4) What does your choice of cosmetics depend on?

5) Do you wear different make-up for different occasions?

VIII. SPEAKING AND WRITING

22 **Not everybody is happy with their appearance. Sometimes people like this write to Agony Aunt's columns of youth and women's magazines and ask for advice.**

A) Read a letter sent to a youth magazine.

Dear Agony Aunt,
I hate my body. When I look in the mirror I feel sick. Despite constant dieting — sometimes I lose three or four stone — I always put the weight back on. I also hate my face. As I get older I seem to look more like my parents, which I resent as I don't get on with them. What can I do?

Petra C

B) Discuss the letter with your partner and write down some recommendations that you could give to Petra. Exchange the ideas with your groupmates. Choose the best three.

C) Now read the answer given by a trained counsellor. Would you follow the advice if you were in Petra's place?

Dear Petra,
First, you have to accept that you are who you are and stop focusing on what you dislike about yourself. Also, make the most of what you've got without going on faddy diets. Not only are they unsustainable, many of them are dangerous, too.

I strongly advise some counselling because you say you hate seeing your parents in yourself. You need to work on your feelings about them so that in time you may forgive, or at least understand this situation. Then you'll be able to forgive yourself for who you are and how you look.

Meanwhile, try to follow healthy eating advice and think positively. Write down ten things you like about your appearance and keep them at hand for when you get an attack of self-loathing. You deserve better.

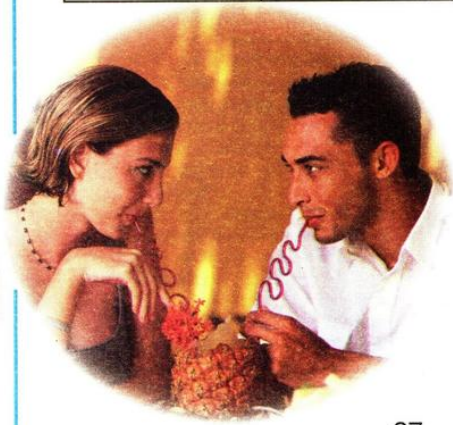
D) Write 5 things you like about your body and appearance.

23 **Read the statements given below and decide whether you agree or disagree with them. Back up your opinion with examples from life, films and literature.**

1) The desire to be attractive is in the human nature.
2) People with plain appearance cannot be happy.
3) Intelligence and beauty can go hand in hand.
4) Attractive appearance can help to get a good job.
5) Beauty lies in lover's eyes.
6) Beauty is only skin-deep.
7) Your face is your fortune.

24 **Answer the questions below.**
FOR BOYS: What makes you fancy a girl?
FOR GIRLS: What makes a boy fancy you?
To get ready with your answers fill in the table as in the example:

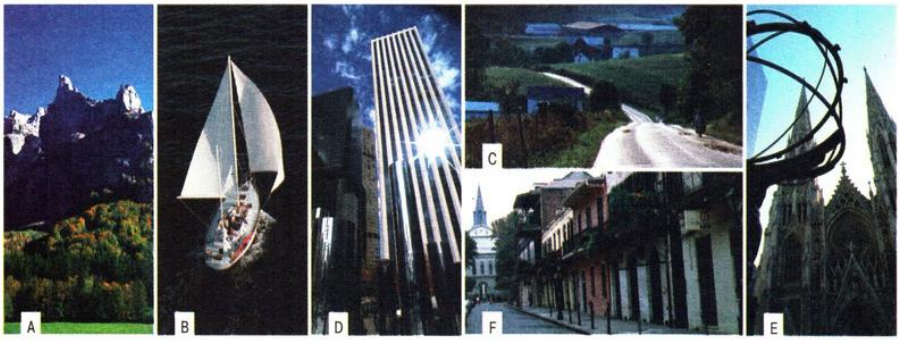
WHAT TURNS ON	WHAT TURNS OFF
Natural make-up	Smoking
A charming smile	Tons of make-up
Sense of humour	Bitten nails



IX. SPEAKING AND READING

25 **You are going to find out more about your personality.**

A) Look carefully at the pictures given below. Choose the one that you like best. After that read the character description that matches the letter under the picture you have chosen. Do you think the description really shows your character?



A You are a serious person and you need clear ideas and values. At the same time you are ambitious and you have a strong desire to do well and succeed. You like the outdoor life and **you hate wasting time (1)**. You **expect a lot from the person you love (2)** — you don't want second best.

B You **want to escape from your present life to find new emotions and experiences (3)** in another country. You still, however, **depend on other people (4)**, especially on your friends. You are difficult to live with but you are very loving. You have a lot to offer other people, but you demand a lot, too.

C You are **always looking for action (5)**, you want things to happen, but sometimes you want an easy answer when there isn't one. You **look for order and logic (6)** in everything — even in love. You don't have much imagination, but you are practical and have many skills. You are **suspicious of very strong emotions (7)**.

D You need strong results and will spend a lot of money to achieve what you want. You **don't give up easily (8)**. You like being up to date and you are interested in fashion. You are a leader; you **were not born to follow other people like a sheep (9)**. You look for simple friendships. You aren't sentimental or unrealistic.

E You do not like being alone but prefer the company of other people — people like yourself. You feel safe in small groups and look for friends with the same ideas as yours. You are a good and **faithful friend (10)** — trustworthy.

F You are an imaginative and creative person. You sometimes **dream instead of concentrating (11)**. You are an affectionate person and enjoy the company of a lot of people around you. You are sentimental and romantic but you must be careful not to **trust others too much (12)** or expect too much.

B) Match the expressions highlighted in the text with the adjectives given below.

a) airy-fairy
b) analytically-minded
c) adventurous
d) demanding
e) irresolute
f) unsubmissive
g) loyal
h) naïve
i) organized
j) energetic
k) reserved
l) persistent

C) Read the words given below. What sort of person may be described like this? If necessary look up the words in the dictionary.

- ambitious
- practical
- suspicious
- sentimental
- unrealistic
- trustworthy
- imaginative
- creative
- faithful
- romantic

26 **It is not very polite to use some adjectives to express our negative attitude towards a person. Instead, we can say NOT VERY + the opposite adjective. Use a tactful way to describe someone who is:**

- stupid
- cruel
- greedy
- rude
- ugly
- reserved
- absent-minded
- cowardly
- suspicious
- boring
- short
- miserable

27 **The words below are used to describe people of different characteristics. Be careful, they are used in informal conversations!**

A) **Match each item with its definition.**

1) a pain in the neck	a) a person who is very lazy
2) a lazybones	b) a greedy person
3) a slowcoach	c) an irritating person who knows everything
4) a trouble-maker	d) a person who cannot concentrate on one thing for very long and is forgetful
5) a skinflint	e) a person who has very high opinion of himself
6) a know-all	f) a person who causes difficulties between people and upsets them
7) a chatterbox	g) an over-inquisitive person
8) a scatterbrain	h) a talkative person
9) a big head	i) a person who moves, acts, works or thinks slowly
10) a nosey parker	j) an annoying or boring person

B) **Think of a person you know well who is one of these types of character.**

X. LISTENING

28 **Would you like to find out what the first vowel in your first name reveals about your character? Listen to the text and fill in the gaps with the words you hear, then read about your disposition.**

Try a Vowel!

If the first vowel in your first name is 'a', you are assertive, bold, dramatic with strong _____ (1) and sometimes talking before you think things through. You may need to _____ (2) diplomacy and tact.

If the first vowel in your first name is 'e', you are thoughtful, entertaining, _____ (3), and usually able to keep up any conversation. Your mind needs constant _____ (4), so you may have trouble staying totally focused.

If the first vowel in your first name is 'i', you are _____ (5), gentle and you try to maintain a positive, _____ (6) approach in conversations. Patience is sometimes lacking, so you may have a _____ (7) temper. Learn to let some time pass before making any hasty decisions.

If the first vowel in your first name is 'o', you are knowledgeable, sensitive and patient. You usually try to go along with the crowd in conversations. You can seem a bit phony* at times, and should watch _____ (8) two-faced.

If the first vowel in your first name is 'u', you are intelligent, charming, _____ (9), socially skilled, good with words. You can be somewhat withdrawn or shy, or just the _____ (10) — overly talkative at times. If you're shy, take a debate class to help you feel more _____ (11) speaking up. If you're overly talkative, learn to _____ (12) more.

If the first vowel in your first name is 'y', you are intuitive, somewhat controlled and contained at the beginning of _____ (13). You can sometimes seem stand-offish** or "bottled up"***, so it _____ (14) help you take a speech class to help you be more open.

*phony – insincere, hypocritical

**stand-offish – somewhat cold and reserved

***bottled up – not allowing other people to see that you are unhappy or angry

XI. REVISION TRANSLATION

29 Translate into English.

1) Вона була дуже впертою на вдачу і полюбляла командувати. Завжди покладалась лише на себе і саме через це була незалежна в своїх думках та вчинках. Про такі її якості можна говорити однаковою мірою і як про позитивні риси, і як про вади.

2) Мені ніколи не подобалась його обережність та підозрілість у ставленні до оточуючих. Я з нетерпінням чекала тієї миті, коли повернусь додому.

3) Коли ми описуємо наших улюблених кіногероїв, то вони виявляються приязними людьми, тобто чесними, надійними, дружніми, готовими завжди прийти на допомогу.

4) На нашу думку, майбутній вчитель мусить бути оптимістом. Цей фах передбачає активну життєву позицію, творчий підхід до справи, душевну щедрість, гнучкість та терпимість до помилок учнів.

5) Захоплення мандрівками та ризиком привело його на далеку Аляску. Острах перед сильними почуттями, впевненість, що ці почуття не для нього, позбавили його єдиного люблячого серця. Самотність та одвічна зима — це все, що він мав зараз.

6) Вчені стверджують, що здебільшого нас приваблюють чуйні, скромні та товариські люди. Звичайна річ, це відбувається лише в тому випадку, коли вони мають приємну зовнішність.

XII. WRITING DESCRIBING PEOPLE

30 Write a composition describing a person. Use the guidelines below.

	Introductory Paragraph	Give brief information about who the person is, where, when and how you met him/ her.
Main body		
	Paragraph 1	Describe his/ her physical appearance. Move from the most general aspects to the most specific details.
	Paragraph 2	Describe his/ her personality, behaviour, manners.
	Paragraph 3	Give details of his/ her life, beliefs, hobbies, interests.
	Paragraph 4	It may be necessary to explain why this person is unusual, or why he/ she made such a strong impression on you, or how he/ she has influenced you. Give examples.
Conclusion		
	Final Paragraph	Express your feelings or give an opinion about the person.

A) The content of the composition depends on the topic, so you should not describe every aspect of appearance or personality but choose the most relevant ones. Decide on where the emphasis should be placed and which of the items mentioned above should be omitted.
Read the composition tasks given below. What information will you include in each paragraph. How will you adapt the paragraph plan given above to organise your composition?

1) The oddest person I have ever known.
2) The person who greatly influenced your life.
3) The person who taught you friendship.
4) Describe someone you knew well in the past. Why do you still remember him?
5) Describe someone whom you associate with a particular place/ hobby/ feeling.
6) Describe a person whose success or achievements in smth became an example for you.
7) Describe a person whose appearance struck you.
8) Describe a person you would not like to meet again.
9) Describe the person you admire.

B) Choose one of the topics above for your composition. Work out a plan before writing the composition. Think of the ways to make your writing interesting for your readers.

C) Work in pairs to get a feedback from one of your groupmates.
Read each other's drafts and answer the following questions:

- Does the plan reveal the topic of the composition?
- Does the composition correspond to the written plan?
- What makes the composition interesting for a reader?
- What could be improved or changed in the composition?

Consider your friend's/ friends' suggestions before writing the final draft.

Unit 3

EVERY MAN TO HIS TRADE

I. LEAD-IN

1 **Read the quotation on the right and answer the questions below.**

A) People work because they need money to live on. What are other reasons that make people work?

B) There is a saying: "Some work to live, some others live to work". Which is true in reference to your parents, relatives, friends?

There are three types of work:

First, there's the **job** — where the goal is simply to earn a living and support your family.

Then there's the **career** — where you trace your progress through various appointments and achievements.

Finally, there's the **calling** — the ideal blending of activity and character that makes work inseparable from life.

Robert Bella

II. VOCABULARY JOBS AND PROFESSIONS

2 **Match the professions on the left with the correct definitions on the right.**

1) an ambassador
2) a bookmaker
3) a butcher
4) a coach
5) an estate agent
6) an interpreter
7) a judge
8) a notary
9) a priest
10) a plumber
11) a porter

a) a person whose job is carrying people's luggage and loads at railway stations, airports, hotels, markets, etc.
b) a public officer with authority to decide cases in a law court
c) a diplomat sent from one country to another either as a permanent representative or on a special mission
d) a person appointed to perform religious duties and ceremonies in the Christian Church
e) a person whose job is taking bets on horse races
f) a person whose job is cutting up and selling meat
g) a person who gives a simultaneous translation of words spoken in another language
h) a person whose job is to fit and repair water pipes, water-tanks, cisterns, etc. in a building
i) a person who trains sportsmen
j) a person who buys and sells houses for others
k) a person with official authority to witness the signing of legal documents and perform some other legal functions

3 **Match each occupation on the left with the most appropriate tools or pieces of equipment on the right.**

1) a dairymaid
2) a tailor
3) an optician
4) a roofer
5) an electrician
6) a clerk
7) a sculptor
8) a conductor

a) needles, threads, sewing-machines
b) chisel, wax, clay
c) filing cabinet, computer, paper
d) tank for sterilized milk, cream separator
e) tiles, hammer, nails
f) lenses, spectacles, binoculars
g) wall socket, wire
h) baton, music-stand, score

4 **Work in pairs. Find out about a person's job or profession. Use the phrases in the box. Follow the example.**

A: What do you do for (a) living?
B: I write programmes for the computer.
A: So, you're a programmer.

B:
1) I study the latest developments in mathematics.
2) My colleague's engaged in designing laboratory equipment.
3) We examine chemical properties of metals.
4) Mr White is an expert on stars.
5) They study physical properties of matter.
6) My friend's involved in the medical treatment of cancer.
7) I'm working in the field of nuclear physics.
8) They're doing research into memory processes.
9) His wife's studying the history of the working-class movement.
10) He gives lectures on Philosophy.
11) My brother studied drama and went on the stage.
12) Mr Burton edits a periodical.
13) Mrs Hudson's a member of an orchestra.

5 **Decide which is the odd one out and give reasons.**

a) doctor, surgeon, nurse, postman;
b) policeman, nurse, teacher, soldier;
c) carpenter, plumber, bricklayer, lawyer;
d) professor, lecturer, secretary, teacher;
e) taxi-driver, pilot, librarian, bus conductor;
f) fireman, architect, policeman, soldier.

6 **Look through the list of jobs. Divide them into professions, trades and unskilled jobs.**

Note: Traditionally, professions are occupations that involve mainly intellectual work and require a higher education. Trades are occupations that demand a high level of manual skill and an extended period of training

Professions	Trades	Unskilled jobs

- a blacksmith
- a bricklayer
- a draftsman
- an engine driver
- a florist
- a forester
- a goldsmith
- a guard
- a laundress
- a lawyer
- a locksmith
- a loader
- a miller
- a midwife
- a broker
- a refuse collector
- a receptionist
- a shepherd
- a traffic warden
- a typist
- a web designer

7 **Match the jobs to the categories below:**

1) media
2) tourism
3) counselling
4) finance
5) sciences
6) arts and entertainment
7) health care

- an accountant
- an actor
- an auditor
- an astronomer
- an archaeologist
- a bank teller
- a DJ
- an editor
- a journalist
- a newsreader
- a psychoanalyst
- a physician
- a physicist
- a playwright
- a publisher
- a social worker
- a surgeon
- a travel agent
- a guide

8 **What are some common ways of forming nouns denoting jobs and professions? How many ways can you suggest? Give examples from the tasks above and add some more, which are not mentioned. Fill in the table. The first example is given to you.**

Word building elements	Examples
Suffix **-er**	driver

9 **Today there are almost no jobs that can be done by a man or a woman only. So it has become unpopular to use words which contain parts like "-man", "male" or "lady", or suffix *-ess*. Fill in the table with politically correct words.**

OUTDATE USAGE	CURRENT USAGE
1) an air-hostess	_____
2) ambulance men	_____
3) a chairman	_____
4) a cleaning lady	_____
5) a fireman	_____
6) a foreman	_____
7) a male nurse	_____
8) a policeman/ a policewoman	_____
9) a salesman	_____
10) a spokesman	_____

10 **Read the following descriptions and guess which jobs are described.**

a) They help people who need legal advice. Sometimes they have to go to court.
b) They work in the fields growing crops and breed animals such as cows, sheep, pigs, and geese.
c) They treat animals that are sick.
d) These people take your order and serve you in restaurants. If the service is good it is customary to leave a tip for them.
e) These people may ask to look inside your case when you cross the border. They look for drugs or objects which people try to bring into the country illegally.
f) They are usually very attractive people and their job is to appear in photographs advertising new clothes and beauty products.
g) These people design new buildings. They have to draw up clear plans so that the builders know exactly what to do.
h) If you want a new suit or dress specially made to fit you, you need their service.

III. SPEAKING

11 **Name at least 3 jobs for each item of the list below using Useful Language box. Give reasons to explain your choice.**

1) are the best paid in your country
2) need a lot of training
3) you find the least pleasant
4) require wearing special clothes
5) demand the fastest actions
6) involve dealing with people's problems
7) you find most boring
8) give an opportunity to travel
9) require the knowledge of a foreign language
10) often give a chance to get tips
11) involve a lot of stress
12) can be a challenge for you
13) require lots of imagination
14) can negatively affect family life

USEFUL LANGUAGE
INTRODUCING ANOTHER IDEA

- to begin with
- firstly, secondly, thirdly
- furthermore
- in addition
- besides
- in the first place
- lastly
- moreover
- then
- then again
- after that
- also
- another

12 **Name at least three jobs that would probably be impossible for someone who**

1) has very bad hearing
2) is always seasick/ airsick
3) is bad at maths
4) understands nothing about children
5) is afraid of animals
6) is afraid of heights
7) can't stand the sight of blood

13 **Who would you go to in the following situations?**

1) You want your horoscope to be made up for you.
2) You want to buy a bunch of flowers.
3) You want to read some very old historic documents.
4) You have some problems with your health.
5) You want to have a suit made.
6) You think your eyes need testing.
7) You have a lot of garbage you want to get rid of.
8) There is a power cut in your house.
9) You have decided to sell your house.
10) You have written a book and you want the world to see it.
11) You are going to check in at a hotel to stay for a few days.
12) A filling has come out of your tooth.
13) You need to have your hair cut.

14 **Translate into English.**

1) Робота шкільного вчителя має свої переваги та недоліки, але вона така ж цікава, як і робота у вищому навчальному закладі, якщо тільки ви дійсно любите дітей.
2) Офіціанти та стюардеси повинні бути уважними і дуже ввічливими, щоб добре обслуговувати клієнтів.
3) Ведення домашнього господарства — така ж сама робота, як і будь-яка інша. Ніхто не може сказати напевне, скільки триває робочий день домогосподарки.
4) Праця шахтарів дуже важка. Вони працюють глибоко під землею у тяжких умовах. Саме через це вони рано виходять на пенсію.
5) Поліція розшукує злочинців та щотижня розкриває багато злочинів.
6) Я завжди мріяв стати військовим і служити в армії.
7) Тепер продавці на ринках не лише зважують товар, а й загортають його у пакет.
8) Цей старий досвідчений перукар робить чудові зачіски своїм клієнтам. Не дивно, що до нього завжди черга.
9) Коли спалахує пожежа, люди відразу ж викликають пожежну бригаду, і пожежники намагаються якнайшвидше загасити вогонь.
10) Найкращі архітектори світу були запрошені на будівництво Санкт-Петербурга.
11) Законів у нашій державі настільки багато, що лише найкваліфікованіші юристи і судді досконало знають їх.
12) Кожна наступна п'єса цього надзвичайно талановитого драматурга відображає психологію простої сучасної людини.
13) Проведення досліджень у галузі фізики та хімії, як і в будь-якій іншій галузі науки, вимагає значних капіталовкладень.
14) Головний інженер попросив свого секретаря-референта зробити копію цього листа, відправити факс та зробити розпорядження щодо запланованої на завтра наради і презентації нової продукції.

IV. VOCABULARY

BOX A

1) to get the sack
2) to be hired
3) to be a workaholic
4) to be laid off
5) to be fired
6) to be dismissed
7) to recruit
8) to be made redundant
9) to be unemployed
10) to be out of work
11) to take on
12) to work like a dog
13) to get promoted
14) to be employed
15) to climb a career ladder

15 **In box A find expressions that are similar in meaning.**

16 **Paraphrase the sentences using the expressions from boxes A and B.**

BOX B

- to work (in) shifts
- to work first/ second shift
- to be on flexi-time
- to work flexi-time/ flexi-hours
- to work nine-to-five
- to work regular hours/ long hours
- to work part-time
- to work fulltime
- to work overtime
- to take early retirement
- to retire
- to be on the dole

1) My father works at a factory. One week he works in the daytime, another week he works at night.
2) I don't want to work regular hours, I prefer to start and finish work at different times each day, so I can spend more time with my daughters.
3) I lost my job. They had to make cutbacks.
4) Brian is a student, he has to find means to support himself, and so he has found a job in a cafeteria and works three hours a day there.
5) My mother starts work at 9 am and finishes at 5 pm.
6) The trouble is that you are too obsessed with your work.
7) He didn't do his job well, he was very often late, and the manager didn't want him to work any longer.
8) He stopped working though he is only 54.
9) They've made him Executive Manager as from next month!
10) He is out of work and gets money from the government.

17 **Fill in the gaps choosing a suitable word from the box below.**

Job, occupation, profession, post, position, vacancy, career, calling

1) Please, state your age, address, and _____ in the space below.
2) My brother made a brilliant _____ in journalism.
3) My aunt occupies a key _____ in the Safety Department.
4) There was a great demand for engineers in the 1960s, and many graduates entered the _____ at this time.
5) She was the first woman ever to hold the _____ of President.
6) My father was offered the _____ of ambassador to Spain.
7) You may leave your letter of application and CV, we have three _____ for typists.
8) He did not have permanent work and only did odd _____ from time to time.
9) My first _____ was in a record shop and I'll remember those times forever!
10) There are now much more women in the medical _____.
11) He applied for the _____ of assistant manager in a big company.
12) You can read want ads to learn about _____ available and then you can apply for any of them.
13) She chose a political _____.
14) She was offered a _____ in the new government.
15) Laura has a well-paid _____ in the tax department.
16) It is in Sarah's nature to help others, so her work is inseparable from life. Being a doctor isn't just her job, it's her _____.
17) Gardening is a nice _____ for bright spring days.
18) He had a hard _____ repairing his car.

18 **Collocate the verbs and nouns in the table:**
to get (2), to do (2), to find (2), to look for (2), to have (2), to take on, to offer (2), to make, to earn, to do for

WORK	A JOB	A LIVING
	to look for a job	

19 **Complete the information in the table. Describe three more jobs.**

	Job	Work place	Responsibilities	Special qualities required
1	pilot			perfect eyesight, quick reaction
2		farm		physical strength, love of nature
3			makes plans and sketches of machinery and buildings	
4		art studio	creates works of art in stone, metal, wood, etc.	
5	secretary			
6		restaurant		knowledge of different countries' cuisines
7			treats sick animals	
8				
9				
10				

20 **Fill in the gaps choosing a suitable word or expression from the box.**

- perks
- qualifications
- ambitious
- job security
- salary
- references
- promotion
- commission

1) His _____ is not very high right now but there is a good chance of _____ to a better job. It will mean more money and more responsibility.
2) Her _____ make Nora the most suitable candidate for the advertised post.
3) When a person's job is selling some product, it usually means getting a percentage of the value of what has been sold. It is called _____.
4) Most employers prefer the applicants who can submit good _____ from their teachers and previous employers.
5) Some jobs have extra benefits called _____: free meals, health insurance, use of the company car, longer vacations.
6) _____ means being sure of one's future in their working place.
7) A(n) _____ person prefers having a challenging job to the one that demands little of them.

V. SPEAKING

21 **Think of an occupation. Don't tell it to your class. Let the class ask you 10 "yes-no" questions. The student who guesses the occupation correctly will be "it" the next time. The other students will try to guess his/ her occupation in the same way.**

22 **There are many proverbs to do with work.**

A) Match the beginnings and endings of the proverbs below. Explain their meaning and try to find Ukrainian equivalents.

a)	A bad workman...	1)	...while the sun shines.
b)	If a job is worth doing,...	2)	...make light work.
c)	Make hay...	3)	...what you can do today.
d)	Many hands...	4)	...for idle hands.
e)	Too many cooks...	5)	...makes you healthy, wealthy and wise.
f)	Early to bed, early to rise...	6)	...blames his tools.
g)	Never put off until tomorrow...	7)	...it's worth doing well.
h)	The devil makes work...	8)	...catches the worm.
i)	All work and no play...	9)	...spoil the broth.
j)	The early bird...	10)	...makes Jack a dull boy.

B) Choose one of the proverbs to describe your own experience.

23 **A) Rank the factors that can contribute to job satisfaction in order of their importance. Explain your choice. Do some brainstorming to add more factors.**

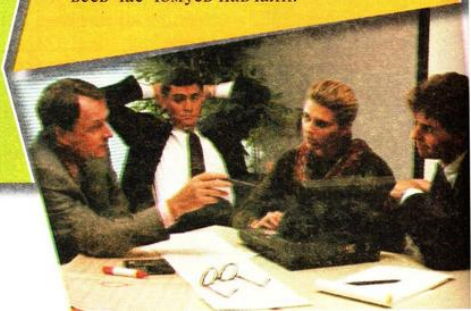
- receive training
- have an inspirational boss
- have job security
- have a pleasant working environment
- have lots of perks
- have good promotion prospects/ opportunity to progress
- have a challenging job

B) What factors make the job of a teacher and an interpreter/ a translator satisfying? What are your expectations?

VI. TRANSLATION

24 **Translate into English.**

1) Я одержую справжнє задоволення від своєї роботи. Мені пощастило мати приємних колег. У мене досить висока заробітна платня і гнучкий графік. Але головне — це можливість подорожувати за кордон 3—4 рази на рік.
2) Найбільше, що мені подобається в моїй роботі, — це можливість займатися розумовою працею і покращувати свої знання. Наш керівник — це людина, яка надихає нас на нові досягнення. До того ж, завдяки йому ми маємо можливість своєю роботою служити людям.
3) Я людина творча, тому для мене важливо мати можливість самому планувати свій день. Іноді я можу протягом тижня понаднормово затримуватися після робочого дня, а потім ще й працювати на вихідних. Іншим же разом я закінчую раніше. Крім того, мені завжди потрібна тривала відпустка.
4) Кожен мріє мати роботу, яка була б у радість і передбачала гарні перспективи росту.
5) Я часто згадую свою першу роботу; оточення було дуже приємним, і нас весь час чомусь навчали.

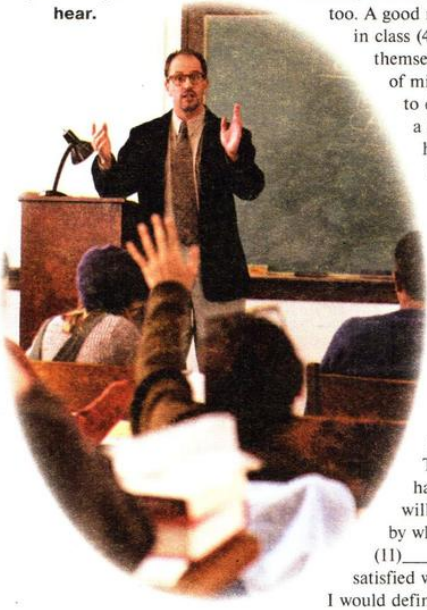


25 **Discuss the following situations.**

1) There are some jobs that women should not do.
2) However well you do your job, you don't get on in any company unless you are a friend of the manager's.
3) Which is better: to work non-stop for the company for 40 years or to try different places of work?
4) Would you rather have a boring but well-paid job or an interesting but poorly paid one?
5) What would you most value in the workplace?
6) What are some important qualities of a good supervisor (boss)? Explain why these qualities are important.
7) We all work or will work in our jobs with many different kinds of people. In your opinion, what are some important characteristics of a co-worker (someone you work closely with)?
8) In some countries, teenagers have jobs while they are still students. Do you think this is a good idea?

VI. LISTENING

26 **Listen to a high school teacher speaking about what makes his job satisfying and fill in the gaps with words and phrases you hear.**



The two factors which make my job as a high school teacher satisfying are (1)_____ a sense of trust with the students and (2)_____ their progress. First of all, it is necessary to develop a sense of trust between my students and myself. I have always felt that it is indispensable for the teacher to build a good relation with students, including developing (3)_____ parents, too. A good relationship with the students makes the atmosphere in class (4)_____ and the students find themselves eager to learn. For example, last year a student of mine, Juan, told me that he was very (5)_____ to do mathematics because he had been transferred from a school that had a poor maths department. To help him (6)_____, I worked with him during the lunch period and helped him catch up with the class. At the end of the semester, he was (7)_____, and he said to me, "You trusted me and helped me learn to trust myself. Thank you."

The second factor that makes my job as a teacher satisfying is (8)_____ of my students. Of course, it is part of my job to encourage students to get good results on their examinations; yet, it gives me a sense of personal satisfaction when they (9)_____ by the university of their choice or get a summer job based on some of the skills they have been taught. Their success (10)_____ to work harder so that their dreams, and those of their parents, will come true. While it is true that I am often evaluated by whether or not my students succeed, it is the (11)_____ in their future that makes me feel satisfied with my job. If I had to choose a career all over again, I would definitely choose teaching.

VII. VOCABULARY

27 **What can one get for work? Match the words and word combinations in the left column with their definitions in the right one.**

1) pay
2) sick pay
3) holiday pay
4) overtime pay
5) wages
6) salary
7) fee
8) royalty
9) grant
10) bonus
11) commission

a) a sum paid to the owner of a copyright or patent, e.g. to an author for each copy of his book sold
b) pay given to employees who are on holiday
c) money paid for regular work
d) fixed, regular pay given to professional people, such as teachers, lawyers, managers, etc.; it is usually paid monthly, often by cheque and is sometimes expressed as a yearly figure
e) an amount of money that a government or other organization gives to someone to help pay for his/ her education, research work, etc.
f) payment to a person for selling goods, which increases with the quantity of goods sold
g) money given every week to manual workers, clerks, typists and other office-workers below management level, shop assistants, etc.; the money is paid in cash; it may vary from week to week, because it may include overtime pay, sometimes a bonus
h) money paid at a higher rate for any extra hours
i) a payment made to doctors, lawyers, teachers, architects and other professional people for their services, if these services are given on a private basis; it is not regular and is given for a certain piece of work
j) an additional payment for a particular reason, e.g. higher productivity
k) pay given to an employee who is absent because of illness

28 **Fill in the gaps with nouns denoting froms of payment.**

1) What are the average _____ of skilled workers in your country?
2) His consultant _____ for the design work came to more than $200,000.
3) You get a 10% _____ on everything you sell.
4) You can get a _____ to go to college.
5) The publisher offered him a _____ of 10% of the price of the book on all copies sold.
6) He doesn't like the job, but the _____ is good.
7) Most full-time employees receive _____ for two weeks of holiday and _____ if they are ill.
8) The company employees got a $25 Christmas _____.
9) Brian is an engineer and recently he has been offered a more interesting job but at a slightly lower _____.
10) My father often worked on Saturdays and Sundays and received _____.

VIII. READING

29 **There are a number of terms and abbreviations that you need to know before you can make sense of want ads. Look through some abbreviations. Then rewrite the want ads below.**

aft.	— afternoon	**ins.**	— insurance
agcy.	— agency	**lie.**	— license
avail.	— available	**mfg.**	— manufacturing
beg.	— beginning	**min.**	— minimum
bene.	— benefits	**pd.**	— paid
des.	— desired	**pos.**	— position
ed.	— education	**pref.**	— preferred
eve.	— evenings	**p/t**	— part-time
exc.	— excellent	**req.**	— required
f/t	— full-time	**sal.**	— salary
grad.	— graduate	**trng.**	— trainin
incl.	— including/ included	**20K**	— $20,00 per year

DRIVER. Lie. req. Must work aft. & eve. Sal. and tips. Ins. and other bene. provided. 757-0853.

SECRETARY. Pos. avail. for high school grad. With exp. sal. 20K incl. pd. vacation and ed. bene. Must wk. f/t and some eve. 569-7588.

P/T CLERK. Mfg. co. Will provide trng. Beg. min. wage. Exp. pref. Hrs. 2—6 aft. 477-3745.

30 **Read the following ads and answer the questions.**

A CLERK. Gen. off. duties and proofrdg. Must have good grammar skills and type 50 WPM. Apply in person 9—4 P.M. 20 E. Main St.

B CLERK. 10-key touch, math aptitude a must. Typ. req. Apply by mail Box 45867, Chicago 60647.

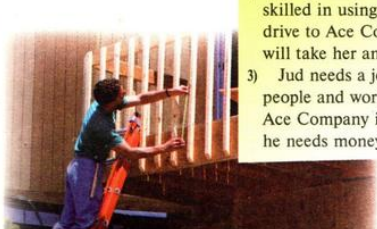
C CLERK. No exp. nec. Will train. 40-hr. wk. Mon—Fri 8 to 4. Many bene. inc. health ins. Call Mr. Merton, 555-1921.

1) Which job requires the ability to type 50 words per minute?
2) Which job requires applying in person?
3) Which job requires applying by phone?
4) Which job requires applying by letter?
5) Which job requires proofreading?
6) Which job requires being good at math?
7) Which ad describes benefits you will receive?
8) To what address would you send your letter applying for the job described in ad B?
9) How would you apply for the job in ad C?

31 **Read this help-wanted ad. Decide which of the three people is best qualified to do the job. Give reasons for your decisions.**

ASST. CARPENTER'S HELPER No exp. nec. Must have knowledge of tools and talent for this kind of work. Perm. pos. Opp. for advancement to good worker. Must have driver's lic. Apply in person. Ace Company, 115 Orange Street.

1) Bob enjoys working with his hands. He knows how to use most tools and fixes all the small appliances in his home. He lives on a bus line that goes right by Ace Company. It will take him about 30 minutes to get there. He can work any hours and can drive. He has a license.
2) Maggie went to a vocational school and majored in carpentry. She is skilled in using most of the tools used by a carpenter. She has a car and can drive to Ace Company in about 35 minutes. If she has to take the bus, it will take her an hour. She can work any hours the company wants.
3) Jud needs a job badly. He can use simple tools. He really likes meeting people and working with them. He has a car and a license and can get to the Ace Company in about 15 minutes. He is not sure he will like this job, but he needs money.



IX. READING

32 **Read the text and decide whether the following statements are true or false. Find the words in the text that help you answer each question.**

1) Ron Donoho's interviewee coped with his difficult questions though he thought they were rather easy.
2) She tried to give him better opinion of herself by sending more details about her qualifications.
3) In the note she described herself as a perfect candidate but she failed.
4) Nowadays young graduates don't have the slightest idea of the traditional rules of hunting for a job.
5) Now job hunters don't have to rival others at the job market, as there are a lot of vacancies.
6) Candidates don't give satisfying answers to searching questions because they don't think they are important.
7) Employers don't mind young women coming for the interview wearing casual clothes.
8) Young people expect to get highly paid jobs without any delay.

Young Job-Hunters Grapple With Formal New World

The interview was over five minutes after it began.

Ron Donoho, executive editor of San Diego magazine, had barely ushered **a job prospect** into his office when he **stumped** her with what he thought was an easy question.

"All I did was ask her what she could offer the magazine," Mr Donoho recalled. But the woman, a recent college graduate, froze. "All she could say was, 'Hmmm, that's a toughie.' Then she added, 'I was more wanting to hear what you could do for me.'"

A few hours later, in an apparent attempt to **redeem** herself the candidate sent him an e-mail message on her qualifications for the news reporting post.

The note presented a list of attributes she seemed to feel would make her more desirable, including her sense of fashion. She did not get the job.

Experts say that such candidates are becoming increasingly common.

Many young workers who entered the marketplace in the recent **boom** years never learned the traditional rules of hunting for a job, from **showing up** for an interview in a suit to following up with a thank-you note. Now that the job market has tightened, though, more and more job hunters are **scrambling** to master these basic skills.

For the most part, 20-somethings have never had to compete for jobs in such a climate. They're used to being pursued, not being the pursuer. Young job candidates who find they have **to sell themselves** often do not even know where to look for their next job. They relied strictly on the Internet and **headhunters** in the past. Now, headhunters aren't as interested in this age group, and so a lot of these people have no clue how to go at it on their own.

Employers say candidates who manage to land interviews are increasingly unprepared for the interviewing process. Many can't provide details to probing questions. If they tell you they completed a successful project at their old job, and you ask them why it was successful, they aren't able to give any details.

Moreover, recent applicants have "reached a new low" in dressing for interviews. Young women come for the interview wearing little sundresses with bra straps showing, along with **fancy flip-flops** and guys come in T-shirts and army boots. It's as if no one ever taught them how to look for a job.

One of the experts said she had even had to counsel young people on their hair for interviews, recently urging one young web designer to dye his orange hair back to brown.

"Folks in their 20s are still coming in expecting to get six-figure jobs right off, and they seem **put off** when you tell them they might have to work their way up to that figure," said one of the employers.

33 **Find the words highlighted in the text that mean the same as:**

1) rapid growth or increase
2) a type of open shoe, which is usually made of rubber and is held on by the toes and loose at the back
3) to bring back into favour
4) to arrive as expected or arranged
5) to make oneself seem attractive to others, especially employers
6) a person who tries to attract specially able people to jobs, especially offering them better pay
7) a person who may accept the job one is offering
8) discouraged
9) to struggle or compete with others
10) decorative, brightly coloured, not ordinary
11) to leave unable to reply, baffle

X. SPEAKING

34 **Discuss with your groupmates the following questions:**

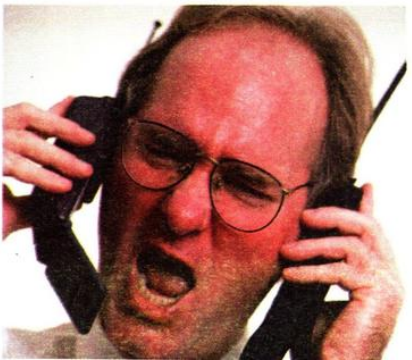
- What is job hunting process like in Ukraine?
- How well are Ukrainian graduates prepared for the interviewing process?
- What does it mean to sell yourself?
- How can 10 tips given below help applicants?

1) Develop a plan and time schedule.
2) Want the job.
3) Be persistent.
4) Send out a lot of resumes, and don't be discouraged.
5) Use your contacts.
6) Set realistic goals.
7) Make sure you feel good about the company's products and services.
8) Try to schedule an interview with the key decision-maker.
9) Don't rule out quirky alternatives.
10) Take your time.

35 **Express your opinion on the contraversial issues below.**

1) Some people prefer to work for a large company. Others prefer to work for a small company. Which would you prefer?
2) Some people prefer to work for themselves or own a business. Others prefer to work for an employer. Would you rather be self-employed, work for someone else, or own a business?
3) If you were an employer, which kind of worker would you prefer to hire: an inexperienced worker at a lower salary or an experienced worker at a higher salary?
4) Which would you choose: a high-paying job with long hours or a lower-paying job with shorter hours?

XI. LISTENING



36 **A) Listen to the first telephone conversation and discuss in small groups what things Joe did wrong. Make up a list of suggested ideas.**

B) Listen to the second conversation and compare it with the previous one. What are the positive changes in the applicant's behaviour?

XII. READING

37 **Read a biographical sketch and think of an appropriate title to the text.**

Driving home in the early morning after a 12-hour shift in the emergency room, Dr John Mullen is alone with his thoughts. That stops the moment a two-way radio on his dashboard gives him a message: There has been a hit-and-run accident a couple of miles away, and the suspect is driving a **Camaro(1)**. Mullen spots the car and follows; when the suspect pulls into his driveway and steps out, the doc — with a badge in one hand and pistol on his hip immediately places him under arrest.

An **ER(2)** doc who is also a small-town **lawman(3)** — is in fact the chosen lifestyle of Dr Mullen, 52, who is both a physician at the Titus Regional Medical Center in Mount Pleasant, Texas, and a local deputy sheriff. Exotic as his career combination might seem, it's even more noteworthy when one considers what Mullen gave up for it. Before moving to the woods of East Texas, he had been a nationally **renowned(4)** neurosurgeon in Dallas, earning about three times his current salary.

Indeed, Mullen has been on something of a dual career path since his college days. After graduating from the University of Vermont at Burlington with a B.S. in chemistry in 1970, he went to work for the state medical examiner, assisting in more than one thousand autopsies. Three years later his boss urged him to try medical school. Mullen attended Southern Illinois and went on to do his internship and **residency(5)** at Duke before beginning his high-powered neurosurgery career in Dallas. By the late '80s, Mullen had a **sterling(6)** reputation, the financial **trappings(7)** his profession made possible — and a lot of anxiety. "All I did was work and think about work," he recalls. In January 1991 the surgeon, a lieutenant colonel in the Army Reserves, was called up for Operation Desert Storm. In the Saudi Arabian desert, he did a lot of thinking about his career, his third failing marriage — and resolved to **shake up(8)** his life.

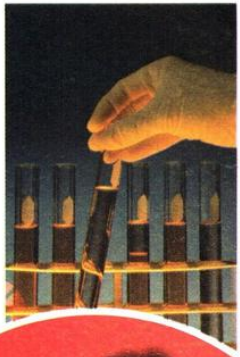
Within six months he had. By then the doctor — who had begun taking **forensics(9)** courses while still a full-time neurosurgeon — had completed the Northeast Texas Police Academy's yearlong course with honors. He had also purchased a home on picturesque Lake Cypress Springs — and, most importantly, persuaded Franklin County Sheriff Charles J. White to use him as an unpaid deputy. "I can't say I immediately took him seriously," says White, 42. "But we're very fortunate to have someone with his **expertise(10)**. Having a medical doctor working at the scene of crime is a big plus in this business."

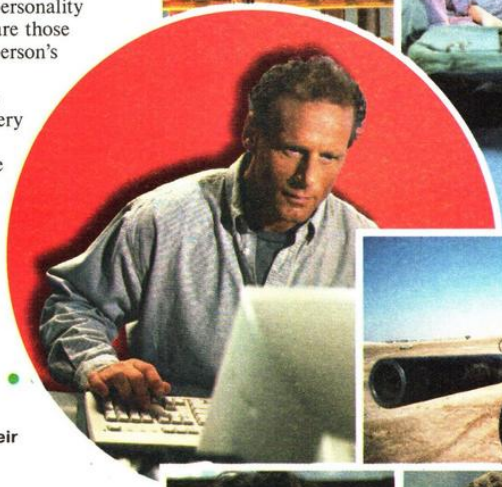
During his eight years on the job, Mullen has **made a mark(11)**. Now an instructor at the police academy, he has become the go-to guy to investigate all major crime scenes in his jurisdiction. (Although the sheriff's office has offered to put him on salary, he says he's happy with the current arrangement; it has allowed the department to hire an additional deputy.) Some criminal investigations began while Mullen was on the job in the ER. Once, a mother brought in a child she claimed had recently stopped breathing. Mullen quickly realized the boy had been beaten to death. His careful documentation of the injuries helped make the murder case against the mother and her boyfriend. And it's not unusual for fellow lawmen to drop by while Mullen is in the ER, hoping to discuss a particular case of theirs.

The doctor married the fourth time in January 1998. Mullen **struck up(12)** a conversation with Martha one night at Titus Regional. She was then working as an oncology nurse, reading former FBI agent John Douglas's book *Mind-hunter*. Now retired from nursing, Martha is taking correspondence courses in forensics — and looking forward to one day working with Mullen at crime scenes as a husband-and-wife consulting team.

38 **A)** **Say which facts from J. Mullen's life the pictures show.**
B) **Answer the questions to the text.**

1) When was this person born? In what major period of time does the person live?
2) In what city or country does this person live?
3) What were the important periods in this person's life?
4) What were this person's major achievements? What did this person do that affected the lives of other people?
5) What are the outstanding personality traits of this person? How are those personality traits and this person's accomplishments related?
6) How does the author try to interest his readers at the very beginning?
7) What is the author's attitude toward this person? What does he want his audience to think of this person?
8) Is the sketch organized in chronological order?
9) What details make the sketch especially interesting?





39 **Match the highlighted words and phrases in the text with their meaning**

a) a sheriff
b) the possessions that are connected with a job
c) connected with scientific tests used by the police when trying to solve a crime
d) to make big changes
e) a make of the car
f) famous and respected
g) a period of time when a doctor working in a hospital receives special advanced training
h) of excellent quality
i) expert knowledge or skill in a particular subject, activity or job
j) to become famous and successful in a particular area
k) began
l) an emergency room

XIII. REVISION TRANSLATION

40 **Translate the sentences into English.**

1) Задоволення роботою дуже важливе, але в мене родина, тому я повинен думати і про гроші теж. За професією я архітектор і недавно потрапив під скорочення. Зараз я зайнятий пошуками роботи; мене цікавить, які перспективи в мене будуть, яка буде платня, чи будуть збільшення платні, просування по службі, пільги, такі як безкоштовні обіди і проїзд. Я також хочу знати, чи будуть у мене оплачувана відпустка, лікарняні, у якому віці я зможу піти на пенсію. Мене не можна назвати трудоголіком, але я не збираюся обіймати одну й ту ж посаду все життя і хочу підніматися по службових сходах.

2) Під час пошуку роботи потрібно вміти читати оголошення «Потрібні на роботу», заповнювати анкети, писати резюме й успішно проходити співбесіду. Більшість американців починають підробляти, будучи підлітками. Молодим людям потрібна робота на неповний робочий день після школи або по вихідних для того, щоб заробити кишенькові гроші. Юнаки, в основному, працюють посильними, а дівчата влаштовуються нахожими няньками для дітей. Підлітки також працюють у магазинах, ресторанах «фаст фуд» і т. ін. За таку роботу звичайно одержують мінімальну зарплату. Після закінчення середньої школи, навчальних курсів або коледжу люди влаштовуються на постійну роботу. Взагалі американці працюють до 65 років, хоча деякі компанії дозволяють своїм працівникам працювати до 70 або відправляють їх на пенсію до 65 років.

3) Майкл вирішив змінити роботу — його посада клерка в бухгалтерському відділі здавалася йому нудною й одноманітною, йому не платили премій, він часто працював надурочно. Через пару місяців йому вдалося знайти роботу в міжнародній туристичній компанії. Він подав заяву про прийом на роботу і був прийнятий. Але через рік йому перестала подобатися його нова робота — це життя в готелях, постійні переїзди. До того ж, керівництво компанії оцінило його роботу незадовільно, і, зрештою, його звільнили. Зараз Майкл безробітний і отримує допомогу, якої ледь вистачає, щоб вижити.

4) Я займаюся діловодством в офісі, маю справу з кореспонденцією, що надходить у наш офіс, і яку я відсилаю в інші фірми. Ці листи я розкладаю за абеткою у велику картотеку. Також мені доводиться відповідати на телефонні дзвінки і домовлятися про зустрічі для свого керівництва. Я багато працюю за комп'ютером. Звичайно, дуже важливо, щоб завжди в нас були конверти і папір та інше, і тому одним з моїх обов'язків є купівля канцелярських товарів. Я не знаю, що б вони робили без мене!

5) Багато молодих людей вступають до вузів і хочуть стати вчителями. Я вважаю професію вчителя дуже шляхетною і корисною. Учитель постійно спілкується з багатьма людьми, особливо дітьми. Він повинен добре знати свій предмет і бути творчою людиною, увесь час придумувати щось нове, що може зацікавити його учнів. Як і будь-яка інша, професія вчителя має свої «за» і «проти». Звичайно, вона не вважається однією з найбільш високооплачуваних, зате у вчителів короткий робочий день, хоча вони повинні попрацювати ще і вдома; у вчителів тривала відпустка і завжди влітку. Але найголовніше те, що процес навчання учнів і пізнання нового разом з ними приносить неймовірне задоволення!

6) Мій батько працює теслярем на будівництві, це важка фізична праця. В основному він працює змінами. У нього великий досвід, нещодавно його призначили майстром. Він вважається кваліфікованим робітником і отримує великі гроші за свою працю. А моя мама медсестра у місцевій лікарні, вона отримує, звичайно, набагато менше від батька, хоча її праця не менш виснажлива.

7) Я працюю перекладачем у науковому видавництві. Я перекладаю книжки у найрізноманітніших галузях з англійської мови на українську. Звичайно, буває важко перекладати наукові видання з хімії чи фізики, але спілкування з фахівцями саме у цих сферах дуже допомагає. Остання моя робота, книжка групи британських авторів з криміналістики, була надзвичайно цікавою, і, можливо, через це не здалася мені такою вже важкою. Окрім того, я відповідаю за листування з британськими та американськими видавництвами, з якими ми співпрацюємо. Сьогодні листування ведеться майже виключно через електронну пошту. Отже, серед багатьох вимог до сучасного перекладача вміння працювати за комп'ютером та в Інтернеті посідає не останнє місце.

XIV. WRITING

41 **1) Write a short composition to describe the profession of a veterinarian. Use the information from the interview on the right to add to your own experience and knowledge. Work out a plan before writing the composition. Think of the ways to make your writing interesting for your readers.**

2) Work in groups of 4—5 and in turns read your compositions aloud. Give a feedback to each member of your group.

Interview

Name: Lance W. Hill
Age: 32
Occupation: Veterinarian; Leeds, Ala.
Education: Undergraduate, Auburn, 1973—77; D.V.M., Auburn, 1981

Q. *How does your work break down?*
A. Everything from cleaning the cages and cutting the grass to negotiating finances with my banker and handling all the business aspects to practicing medicine and doing the surgery.

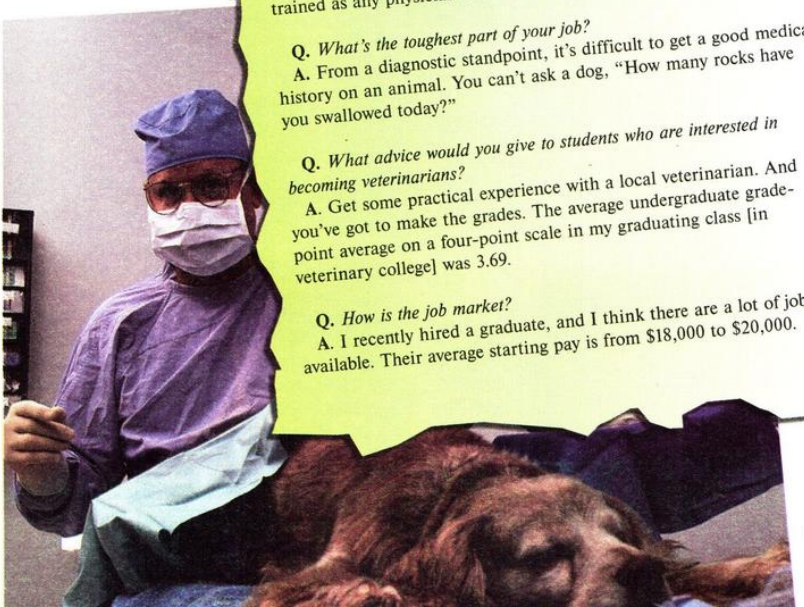
Q. *How does the veterinary profession differ from other professions?*
A. To really have much financial return, you pretty much have to open up your own practice. You have to build a hospital and then sit and wait for people to walk in the door. You have to hire a staff and order supplies, and do things you wouldn't have to do otherwise.

Q. *What part of practicing veterinary medicine did school least prepare you for?*
A. The business aspect and the fact that most people think, "That guy must really like animals," and that it's the charitable thing to do. In reality, you are out to make money, and you are just as well trained as any physician is.

Q. *What's the toughest part of your job?*
A. From a diagnostic standpoint, it's difficult to get a good medical history on an animal. You can't ask a dog, "How many rocks have you swallowed today?"

Q. *What advice would you give to students who are interested in becoming veterinarians?*
A. Get some practical experience with a local veterinarian. And you've got to make the grades. The average undergraduate grade-point average on a four-point scale in my graduating class [in veterinary college] was 3.69.

Q. *How is the job market?*
A. I recently hired a graduate, and I think there are a lot of jobs available. Their average starting pay is from $18,000 to $20,000.



XV. PROJECT WORK

42 Create a page "Jobs Around Us" for your class magazine.

Step 1. Interview a person you know well about his/ her job. Write a list of questions you are going to ask. Make notes of his/ her answers during/ after the interview. Report the results of the interview for your magazine. Think of the ways to make your writing interesting for your readers.

Step 2. Work with your partner. Exchange papers you have written and fill in the questionnaire.

Step 3. Rewrite your reports and arrange them on the magazine's page. Think of the best ways to present different materials to your future readers.

QUESTIONNAIRE

1. Read only the introduction (the first paragraph). Does it want you to read the rest of the essay?
Yes_____ No_____
Explain why or why not.

2. Read the rest of the essay. How does the writer move from one paragraph to another? Are the transitions between paragraphs smooth? Explain.

3. Make a list of details the writer includes in the body of the essay.

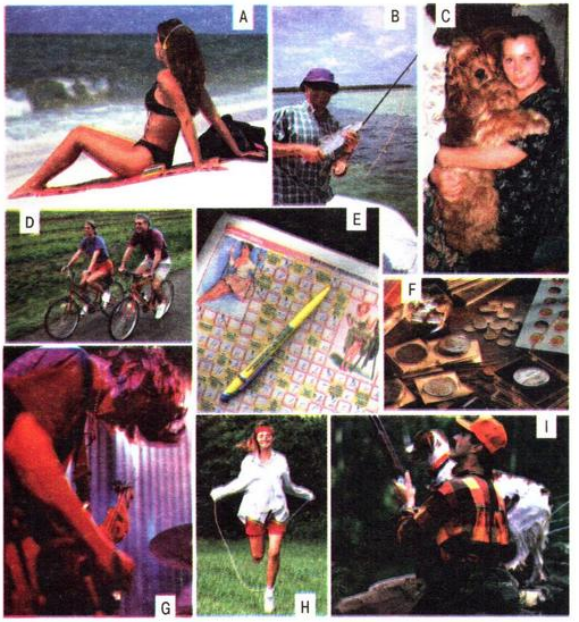
Are they correct?
Yes_____ No_____
If the answer is no, make suggestions for improvement.

4. Are the paragraphs of the body logically developed?
Yes_____ No_____
If the answer is no, how can the writer revise the body of the essay?

Unit 4

WORK DONE, HAVE YOUR FUN

I. LEAD-IN



1 Name at least three things you are interested in and practise as your leisure activities. Tell your groupmates about them. Are there any hobbies that your groupmates share?

2 What are the most popular hobbies in your group? Are there any unusual ones?

3 Describe the leisure activities in the pictures. Have you ever taken part in them?

II. VOCABULARY

- leisure activities
- leisure interests
- at leisure
- to do smth as a hobby
- a hobbyist
- to do puzzles
- to do crosswords
- pastime
- to keep pets
- to collect stamps (badges, postcards, model cars, coins)
- a stamp collector
- to go in for sport/ sports
- to socialize with friends/ to hang out with ...
- to do gardening
- to go hunting (fishing, sailing)
- to sew
- to knit
- to embroider
- to play the guitar/ the piano
- to travel
- to listen to music
- to go to a disco

USEFUL LANGUAGE

Likes	Dislikes
• I fancy... • I enjoy... • I am fond of... • I am fascinated with... • It fascinates me to... • What attracts me is... • I am keen on... • I really love... • I adore... • I am devoted to... • ...appeals to me • I fall for... • I am mad on/ about... • I am crazy about... • I have swimming on my list of likes. • I am tempted by... • Painting is (in) my line. • ...is what I like best.	• My pet hates are... • I dislike... • I detest... • I hate... • I can't stand... • I can't bear... • I get annoyed at.../ with... • It irritates me when... • I don't care for...

4 **Tell your partner about five things you love doing and five things you hate doing in your leisure time and explain why. Use the words and expressions from the Useful Language box.**

Example: I love playing football at the weekend because I enjoy being outdoors.

5 **Tell us about your family's hobbies.**

Example: My mother loves..., but she doesn't like...
My father's fond of..., but he hates...
My brother's an enthusiastic... and he also likes (goes in for)...
The boys are mad on... and the girls are crazy about...
Granny's keen on... and Grandpa likes...

6 **Paraphrase the sentences without changing their meaning. More than one version may be possible.**

1) I strongly dislike jazz.
2) Watching horror films makes me feel sick.
3) He was indifferent to the cinema.
4) This painter's pictures attract me.
5) They take a great interest in gardening.
6) She likes skiing and golf very much.
7) Did you like the concert yesterday?
8) She can't live without her cats!
9) I was greatly interested in the stories of his travels around the world and hunting in the jungles.

7 **Give examples of the hobbies that, in your opinion, can be described as:**

- exhilarating
- time consuming
- expensive, money consuming
- cheap
- fantastic, terrific, wonderful, great, superb
- monotonous, boring, dull
- common, wide-spread
- relaxing
- beneficial to the family
- good for the health
- an absolute waste of time
- dreadful, awful

Example: In my opinion, collecting things is boring and monotonous, though it is widespread.

8 **People may either cultivate the same hobby for the whole life or change one hobby for another. Talk about your hobby/ hobbies and say if there have been any changes in them. Use the expressions below.**

Example: When a child I took up stamp collecting, but at 14 I gave it up and got involved in skateboarding.

- to start a hobby
- to cultivate a hobby
- to get involved in a hobby
- to take up a hobby
- to decide on a hobby/ to choose a hobby
- to give up a hobby/ to drop a hobby
- to change one hobby for another
- to share a hobby
- to have a hobby
- to do a hobby
- to get interested in

9 **Complete these sentences with a suitable verb:**

1) How often do you _____ swimming?
2) She _____ aerobics because she wanted to get more exercise. Unfortunately, she didn't like it and _____ it _____ about two months later.
3) In my childhood I _____ stamps and old coins.
4) My brother learnt to _____ the violin when he was at school.
5) My aunt likes sewing and knitting and she _____ her own clothes.
6) Our family usually _____ hiking in summer and when we visit interesting and picturesque places we _____ photos.
7) Tom wanted to improve his skills of playing chess, so he _____ a chess club.
8) After classes we often get together and _____ board games, _____ video and _____ our favourite music.
9) I don't really _____ anything in my free time.
10) Did you _____ climbing while you were in the Crimea?

10 **Complete the table**

VERB	NOUN	ADJECTIVE
adore	adoration	adorable, adoring
attract		
appeal		
hate		
prefer		
enjoy		
fascinate		
care		
tempt		
tend		
collect		

11 **Fill in the gaps with the nouns or adjectives derived from the verbs in brackets.**

1) If you want to keep pets in your family, you should remember that they need (care) _____ environment.
2) You may take up any hobby, it's entirely a matter of (prefer)_____.
3) We are sitting in his dining room, surrounded by a wonderful (collect) _____ of miniature ships.
4) Your invitation sounds quite (tempt) _____, but, unfortunately, I have much work to do.
5) She can't live without her (adore) _____ pets.
6) Collecting china holds a certain (fascinate) _____ for me.
7) The idea of a holiday in the mountains is certainly (appeal) _____ to me.
8) Gardening and cooking are her chief (enjoy) _____.

III. READING AND SPEAKING

12 **Read the text and fill in the gaps with the words from the box.**

•become •routine •casual •room •leisure •boring •music •influence •take up •devote

Some people adore their work, while others may find it monotonous and _____(1). But after periods of hard work they all seek an escape or at least a change from their everyday _____(2). Modern life offers a wide choice of ways to spend _____(3) time. Pop culture fashion, pop _____(4), magazines, fun and play are part of youth pastime.

A lot of young people _____ _____(5) a hobby for relaxation, pleasure, or friendships, or to develop new interests, and even to get additional income.

Almost any kind of leisure activity can _____(6) a hobby. People sometimes choose a hobby without realizing they are doing so. A _____(7) interest grows into a fascination as the person learns more about the subject and _____(8) an increasing amount of time to it. Deciding on a hobby, young people consider different factors that can _____(9) their choice: whether they have enough time for their new interests, whether they can spend money on buying necessary equipment or items of collection, and whether they have _____(10) for their hobbies.

COLLECTING

13 **Discuss the following questions in groups of 3–5.**

- Why do you think collecting is one of the most widespread kinds of hobby?
- What can be collected? What collections have you read or heard about?
- Why do some collectors exchange their treasures so enthusiastically?
- Why, in your opinion, do they often specialize in collecting objects from a particular period or region?
- Why do you think they create their own web sites, books and magazines in their hobby fields and join clubs?

14 **Read the text and try to guess what kind of collecting it describes. Fill in the gaps with one key word in the appropriate form.**

_____ have been a source of fascination and enjoyment for many children and adults alike, including powerful presidents and kings. These tokens of payment for the service of communication between people have been used over the last 150 years. While 50 years ago heads of state were the norm and only a handful of other events or personages appeared on _____, more recently a lot of other topics have become popular along with dogs, birds, space exploration, dinosaurs and Disney characters. The image of Einstein has become commonplace, and some countries have launched series of _____ celebrating recent Nobel laureates. As more countries are commemorating their famous sons and daughters, it becomes possible to fit together pieces of the great mosaic of the history of culture and science. Some of the most satisfying _____ are not the ones displaying portraits, but those presenting ideas and experiments, such as the photoelectric effect, cloud chamber photographs, or the solar absorption spectrum.

15 **Read the text and guess the handicraft hobbies by filling in the missing vowels into the words:**

Do-it-yourself and handicraft hobbies offer fun and relaxation for persons who can work skillfully with their hands. They engage in n____ ____dl____p____ ____nt (1), cr____ch____t____ng (2), ____mbr____ ____d____r____ng (3), p____tchw____rk (4), b____t____k (5), kn____tt____ng (6) and s____w____ng (7). Other handicrafts include c____r____m____cs (8), j____w____ll____r____(9) making, w____ ____v____ng (10), and l____ ____th____r (11) working and m____t____lw____rk____ng (12). They foster creativity, imagination, learning and the development of mental abilities. Many of these hobbies are useful in making home improvements. "How-to-do-it" books cover everything from how to make a piece of furniture to how to do all the repairs about the house.

ORIGAMI

Japan is considered to be the native land of this art of folding paper. A piece of paper folded in the form of a butterfly, crane, flower or abstract geometrical figure was a token of friendship or kind wish for the favourite man. And at times it showed more attention and love than could be expressed with words. The skill to fold paper into attractive shapes has become one of the attributes of refined manners.

16 **Read the following instructions and at home try your hand at origami. If you do not know the words given in the box, look them up in a dictionary.**

- to fold
- to crease
- to overlap
- triangular
- rectangle
- hexagonal
- a flap
- to ease
- to reinforce
- to pinch

BOX

1. Start with a rectangle (A4 is ideal). Fold half, taking the two long sides together. Open out after creasing firmly.
2. Fold both sides to meet the central crease. Open out.
3. Fold the two short sides together, crease firmly and open.
4. Fold both short sides to the central crease. The paper should resemble the cupboard with the doors shut and three creases running side to side.
5. Starting where an outer crease meets the folded edge, fold a corner in at 45 degrees so that it lies along the crease. NB. It won't reach the central edges. Repeat with the other three corners.
6. The two original short sides are meeting at the centre. Fold one edge back to overlap the two triangular corner flaps as far as possible (without tearing the paper!). It will overlap nearly half-way.
7. Fold the other edge back as well. Press these last creases firmly.
8. The fold is finished, it just needs shaping. Put your fingers underneath the flaps made in steps 6&7. GENTLY ease them apart into a box-like shape. Reinforce all the outer edges by pinching them from the outside and you should be able to make the box nice and angular. You can also flatten the fold for storage. Enthusiasts could try making a lid using the same method, BUT instead of folding to the middle in steps 2&4, leave a slight gap. This will make the box slightly larger.

SIMPLE BOAT

Start with a 15 cm square. Turn the square so that one side faces you. Fold slowly and carefully – the end result will be neater and more impressive!

1. Fold the nearest edge to meet the opposite edge, forming a 2x1 rectangle of two layers. Crease firmly.
2. Take the same edge and fold it back towards you, to meet the folded edge formed in step 1.
3. Turn the paper over from side to side. The single layer should be furthest away from you.
4. Take the single layer and fold it to the nearest (folded) edge, as in step 2. Crease firmly and open out again.
5. There should be a crease running from side to side, marking the half-way point of the 2x1 rectangle. Starting the fold at the end of the central crease, fold in any corner at 45 degrees so that it meets the central crease. Repeat with the three other corners. Two corners will be double layers; treat them as a single layer and fold them in together.
6. The paper should now have two long sides and four short ones in a hexagonal shape. The edge furthest away should be a single layer. Using the central crease (made in step 4), fold the furthest edge to meet the nearest long edge – folding the paper in half.
7. The paper should now be "boat-shaped" – a long edge furthest away, two 45 degrees sides and a shortish near the edge. The long edge is the top of the boat and you can open the "pocket" and round out the inside of the boat.

STUDENTS' LEISURE ACTIVITIES

To fill their free time, some students with creative natures and artistic talents often express themselves in painting, drawing, singing, playing musical instruments, dancing, or trying their hand at writing, photography or similar creative hobbies. They join amateur dramatic societies, choirs, or organize their own pop groups or bands.

Socializing with friends in free time, inviting them for a drink or a meal at home or having an evening out is the most usual pastime with students. Sharing a meal with friends is a chance to chat and discuss the day's events.

At weekends they have a day out in the forest and have picnics, or go to discos, theatres and exhibitions. Keep-fit classes are often an opportunity to meet friends.

A lot of free time is spent in the home where the most popular leisure activities are watching TV, reading books, newspapers and magazines, doing puzzles and crosswords and having parties. Playing cards and board games also helps people unwind after a busy day.

17 Fill in the table and explain your choice. Compare your table with your partner's.

WHICH OF THE PASTIMES ARE:	
Active	
Passive	
Done with people	
Done alone	
Done at home	
Done outdoors	
Educational	
Entertaining	

18 Nowadays both young people and adults have taken up playing computer games as a hobby. Discuss the following questions.

1) What do you think of computer games?
2) Do you play any of them? How many hours a week?
3) Do you think computer games improve computer skills?
4) What dangers, in your opinion, can computer games lead to? What is the real problem with computer games?
5) What do we call people who can't stay away from computers?
6) Do you know anyone whose obsession is a computer?
7) What can computers do for people?

SPORTS AND GAMES

Sports and games attract many people who enjoy competition, physical activity and healthful exercise.

A person who works indoors all day can choose an outdoor sport. If he works alone he will find most pleasure in a team sport. Travelling, camping, mountain climbing and hiking attract a large number of enthusiasts who can't live without movement and need some change every day of their life. Adventure sports are becoming an increasingly popular way of spending leisure time.

19 Look at the pictures and match them with the names of high-risk sports. What do you know about them?

- hot-air ballooning
- scuba diving
- mountaineering
- mountain biking
- wall-climbing
- bungee jumping
- paragliding
- canoeing
- hang gliding
- white-water rafting

A
B
C
D
E
F
G
H
I
J

SPORTS AND GAMES

20 **Give your own opinion as to practising these kinds of sports. Use the following words and expressions:**

Example: In my opinion,/ I think/ I believe hot-air ballooning is scaring and thrilling. It is a heart pounding sport. I think people feel scared and excited at the same time.

- insane
- unreasonable
- safe/ unsafe
- dangerous, risky
- scared — scaring
- excited — exciting
- terrified — terrifying
- thrilled — thrilling
- disappointed — disappointing
- depressed — depressing
- frustrated — frustrating
- I would have died/ fainted with fear
- a frightening experience
- a hair-raising experience
- a heart pounding sport
- to scream in cold sweat

21 **Here are some reasons which people give when asked why they have chosen high-risk activities. Which of these seem reasonable to you? Explain why.**

- a new personal challenge
- a wish for fame and money
- danger for the fun of it
- getting away from boring everyday routine
- proving their masculinity/ courage
- becoming the centre of attention at work and in any company
- adventure and thrill seeking
- getting addicted to the risk of it
- novelty of the sport

22 **Read the news stories. What reasons, do you think, motivated these people to do the following things?**

NEWS STORIES

Stacy Chanin swam around Manhattan Island, August 29, 1984

.....

Phillippe Petit walked across a tightrope between the towers of the World Trade Centre, New York City, August 7, 1974

.....

Mark Gottlieb played the violin in a water tank with sharks in it, San Francisco, summer of 1979

.....

Evel Knievel jumped on a motorbike over nine cars at a daredevil show, Madison Square Garden, New York City, July 1971.

.....

John Fosset, an American millionaire, flew round the world in a balloon, summer of 2002.

.....

IV. READING

23 **Skim through the text to find the answers to the questions:**

1) Why does the author consider paragliding addictive?
2) When did the history of paragliding begin?
3) Is paragliding popular in Ukraine?
4) Why is paragliding becoming increasingly popular in many countries?
5) What is the best time to take up paragliding for a beginner?
6) What is important to learn to control a paraglider in the air?

24 **Match the words in bold with their definitions:**

1) extremely frightening but exciting
2) very enthusiastic, passionate
3) a large number of
4) to fly quickly downwards
5) to become popular or fashionable
6) to tremble from fear
7) to see what might happen and to prepare for it
8) to stay in one place in the air
9) to become bigger or rounder

PACK UP YOUR PARAGLIDER AND HEAD FOR THE HILLS

When you are standing on top of a hill with the wind **swelling** the canopy of your paraglider, you need to take only a few steps to leave all your worries hundreds of meters below. Gliding high above the valley floor creates an unearthly feeling. And it's addictive. Try it once, and you're certain to do it again.

Many of Kyiv's **ardent** paragliders **swoop** through the air all year round, even during the freezing winter months. Gliders usually **hover** above the small village of Khodosovka, located 10 kilometers south of Kyiv. Sometimes there are up to a dozen gliders in the air. If the weather is good for flying, with calm easterly winds, lots of paragliders will meet on top of the hill.

Like in any sport, there are the extremists who aren't fearful of fierce southerly winds. Ask them why they're willing to risk their lives, and most paragliders will tell a **myriad** of anecdotes about their most **hair-raising** flying experiences.

For some inexplicable reason mankind has been trying to deceive the laws of nature and improve abilities that were given from the beginning of man's existence. The history of paragliding started with Leonardo da Vinci, who constructed the first efficient parachute in 1502. In June 1783 the Montgolfier Brothers made the first public demonstration of a model hot-air balloon and in September that year in the presence of King Louis XIV and Marie Antoinette they flew a balloon carrying a sheep, a duck and a cock to demonstrate that it was possible to survive in the sky.

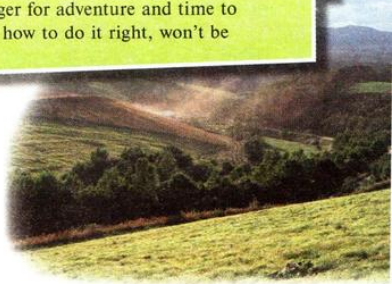
The invention of the paraglider opened a page in the history of aeronautics in the 1970s. Paragliding developed fast, promoted by the armies of enthusiasts from different countries. The sport is becoming increasingly popular in Europe because the paraglider is a simple, practical, inexpensive, and reasonably safe flying machine for the average person. All that a daily flight requires is a 20-meter hill and favourable weather conditions.

Paragliding has not **caught on** yet in Ukraine — probably because many people cannot afford it and because there are only about half a dozen certified paragliding schools in Ukraine. Those who do take up the sport should take special care in choosing an instructor. The element of danger makes picking an instructor one of the most important steps when learning to paraglide.

Although many would **shiver** at the thought of flying in minus 15 degree air, winter is actually the perfect time for beginners because of the calm wind. To become proficient takes at least one year of training, which consists of physical training and learning the theory of flight. The aim is not only to teach how to control the paraglider in the air, but also how to detect certain weather patterns and how **to anticipate** dangerous weather conditions. Those with a hunger for adventure and time to invest in learning how to do it right, won't be disappointed.

25 **Discuss the following questions with your groupmates.**

1) Have you ever thought of taking up or trying paragliding at least once? Why? Why not?
2) What do you find appealing / revolting in paragliding?
3) What personal qualities do you think a paraglider should have? Do you have any of them?



V. SPEAKING

KEEPING PETS

26 **A)** **Some people raise pets as a hobby. What is your opinion of keeping different pets? Why do people like to have them? What possible problems can arise?**

B) **Many people have a close relationship with their pets. These people treat their birds, cats, or other animals as members of their family. In your opinion, are such relationships good? Why or why not? Give reasons and examples to support your answer.**

Name of the pet	Why would you like to have it?	Possible problems that can arise
• a snake • a hamster • a budgerigar • a goldfish • a cat, etc.	• easy to look after • a wonderful companion • quite cheap to feed • make you feel safer • seem to understand you • stroking brings your blood pressure down • never answers back, etc.	• little room • needs to be taken to the vet • needs to be taken for walks • pollution of pavements • bad smell • unhealthy for children, etc.

VI. LISTENING

YOUR PET: WHAT'S TRUE, WHAT'S NOT

27 **A)** **Look at the most common beliefs about cats given below. Do you agree or disagree with them? Express your opinion about each belief.**

Belief 1: A cat has nine lives.
Belief 2: A year in the life of a dog or a cat is the equivalent of seven years in a man's life.
Belief 3: A cat always kept inside has no need for regular vaccinations.
Belief 4: You should not feed bones or table scraps to pets.
Belief 5: Garlic is a cure for worms.

B) **Listen to the Australian Veterinary Association comments on these beliefs and find out if you are right or wrong.**

C) **Listen to the text again and complete the phrases given below.**

1) a lucky _____
2) a fully _____ animal
3) regular _____
4) natural _____ _____ disease
5) to be _____-susceptible
6) _____ antibodies
7) deadly _____
8) table _____
9) to _____ harm
10) a regular _____ of food
11) _____ food
12) _____ or highly spiced food
13) a _____ for worms
14) _____ parasites
15) a _____ medicine

VII. READING AND SPEAKING

28 **A)** **Look through the table and guess the hobby or leisure activity.**
B) **Describe 3 more activities in the same way and let your groupmates guess what they are.**

NAME OF THE HOBBY OR LEISURE ACTIVITY	THINGS YOU NEED FOR THIS HOBBY OR LEISURE ACTIVITY	SHORT DESCRIPTION
	Weeding hoe, watering can, rake, hose, fertilizers	For many people it is a rewarding hobby providing them with harvest. It gives you a chance to switch off completely and forget your problems while pottering in the fresh air.
	Measuring tape, cutting table, steam iron, fashion catalogue, cotton reel, pincushion, thimble	You never know what is easier: to cut a piece of fabric into small pieces or join all these pieces into something that will attract the eyes of your friends.
	Light meter, rewind handle, tripod, flash unit, film spool	Magic of remembering sights on paper never stops. The ability to save on paper friends, people you meet, places you visit or events you witness makes you feel like you have God's power. Albums are often opened to refresh sweet memories.
	Hut, high-altitude anorak, rope, snow goggles, ice axe, safety helmet	It's a real pleasure to face danger and feel stone under your fingers. Adrenaline is streaming fast through your body when you are on the highest peaks in the world.
	Mouse, keyboard, monitor, disk, mat	It quickly becomes an obsession. You can't let your little mouse go. It is so smart, a real friend leading you anywhere you like!

VIII. LISTENING

29 **Listen to four people speaking about their hobbies: Kenneth (K), Brenda (B), Serene (S), Gareth (G). Answer the questions by circling the correct name. There is more than one answer for some questions.**

1) Who prefers lonely hobbies? **K B S G**
2) Whose hobby is connected with professional interests? **K B S G**
3) Who likes outdoor activities? **K B S G**
4) Who does collecting as a hobby? **K B S G**
5) Whose hobby involves an element of competition? **K B S G**
6) Who describes their hobby in most detail? **K B S G**
7) Who likes physically active hobbies? **K B S G**

IX. READING

30 A) Read the letters in which five people who want to find friends are telling about themselves and their interests. Help them to find the most suitable friend from the magazine page below. Give reasons for your choice. Use the following phrases.

1) Both of them like/ enjoy/ go in for...
2) Neither of them likes/ enjoys/ goes in for...
3) They will complement each other because...
4) They will get on well together as...
5) Their tastes in... are alike/ similar because...

B) Here are the profiles of different people who gave their advertisements to 'Let's Find Pen Pals' page of a magazine (two of them do not have their match).

LETTERS

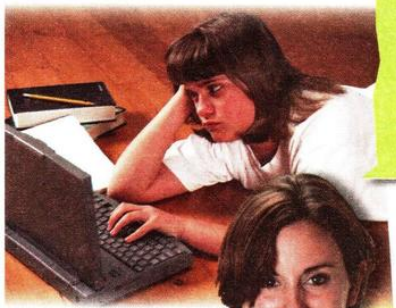
1 Hi all! I'm Anna, a cranky, overweight, wonderfully happy woman, married for almost 10 years to my best friend. We don't have children. We have cats. Lots of them. I enjoy letter-writing, TV, science fiction, gardening, collecting Barbies. My very favourite thing to do is to spend all my time with my husband. I hate liver, talking on the phone and e-mail. I also have a problem with women who have nothing better to do than to talk about diets, health clubs, shopping and their kids. I'm basically a content person, who is looking for a friend with the same points of view on life...

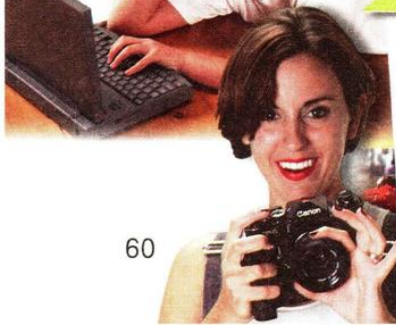
2 Hi! I'm Debbie, aged 36, single and I'm a mom of two kids. I have many interests, but at the moment my main passion is castles and medieval times. I listen to different types of music, but mostly pop, rock and Celtic. I'm not really sports-minded, but I love ice hockey! I'm open to many different topics of conversation. And... I am interested in men only.

3 Hello! I'm Susan, and I live in England. I'm longing to visit Ireland to find the place my grandmother came from and to learn more about my ancestry. It would be good to find some Irish friends any age, female or male. I have lots of interests, including reading all kinds of books, especially science fiction, writing my own stories, gardening, but mostly indoors, photography, nature, walking, cycling, travelling, computers, music and lots more. I'm left wing and somewhat unconventional...

4 I'm Peter Barnes from Southend-on-Sea, which is in Essex, England. I'm 54, have a big family with 7 children, and I work in London. I'm really hard-working and I like what I do in my office. So my job, my family and daily journeys to and from London take up almost all my time. All Sundays are devoted to my kids: I play sports with the youngest; in the evening I go to the local club with my eldest son and daughter. We have a game of bingo there – just for fun. A couple of years ago I discovered a way to spend my holiday which is now my sole hobby – in August I spend a week in Kenya. I call it my Safari holidays, though I'm strongly opposed to shooting animals. I have a special camera and I make films of wild life. I adore watching animals. I've made about 15 films so far and one of them was on TV last year. It was about lions. My only problem is that I can't find a partner who'd share my interest because it's quite an expensive hobby.

5 Hi! I'm a boy of 17 and my name is Chris. I'm a six-former, taking history, modern languages, three of them, and literature. I'm especially fond of Russian literature, which I can read in the original. I hate maths and science. I'm involved in the school theatre and I'm in band. I love cycling in summer, ice-skating in winter and playing basketball all year round. I prefer to spend my time in a big city and hardly ever go to the countryside. I'd like to have pen pals of my age, having about the same hobbies and good personality. I'm waiting.





LET'S FIND PEN PALS · SIDE BY SIDE MAGAZINE · p.38

• **Kate Columbus**, a 16-year-old American of Portuguese origin, is seeking a friend who would be able to e-mail her in different languages, as studying languages is her main hobby. She is a keen theater — and concert-goer. She is into cheerleading to support her school basketball team and in general she is a sporting girl. Another great hobby she devotes a lot of time to is reading.

• **Liz Gracy**, a middle-aged woman from Colorado, USA, is seeking a pen pal having a happy family life just for a good chat. Liz has been married for about 20 years with adult children who live separately, so she enjoys her life on the farm with her husband, cats and dogs, wonderful new TV-set and spectacular landscapes.

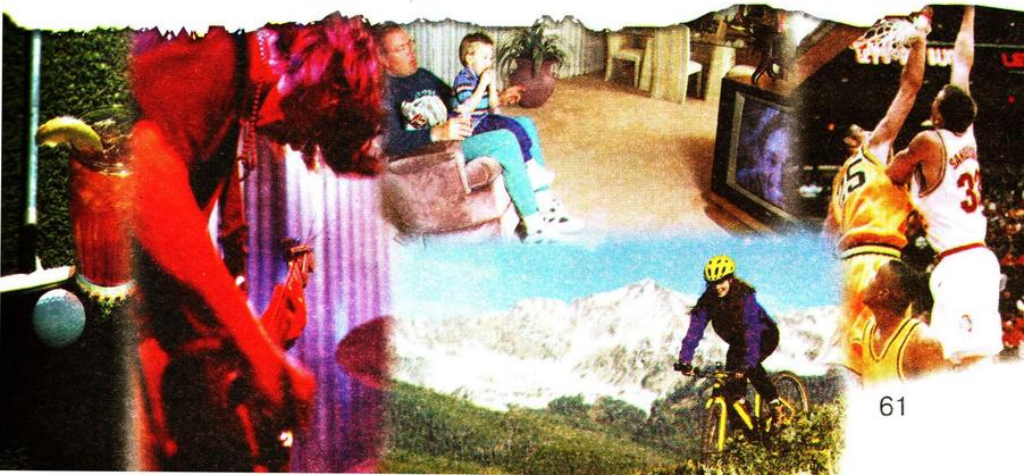
• **Wenceslas** from Prague, who is now a chemistry student in Dublin, wants to find pen pals and e-mail friends to discuss his interests in fishing and sports. He is a teetotaller. His main passion is music, he never does anything without having his Walkman on. He is U2's fan and collects everything connected with the group. He is completely politically indifferent.

• **Mick Carter**, a 42-year old divorced architect from London is looking for a female friend who would share his interests in modern rock music and would keep up a conversation about the Dark Ages of British history. He is not a sportsman, so he won't get his friend bored by talking about golf and football.

• **Patrick**, 25, from Ireland, is into exploring and studying the secrets of Irish genealogy. He is ready to share his knowledge with anyone interested, and eager to invite a new friend to spend some days in Ireland where they could go cycling to watch the beautiful Irish nature. Patrick feels able to discuss almost anything from novels by Dostoyevsky to sophisticated computer programmes. But be ready to appreciate Patrick's extravagant appearance!

• **Julie Potter**, a stay-home mom with four kids would like to share traditions and ideas on raising children with a big family. Her husband has a well-paid job and they have been longing for an exotic holiday for ages since their eldest is old enough to be left to look after the younger ones, but they can't decide where to go. Her life consists of doing family type things mostly, but she is an avid supporter of Green Peace and helps in the local Zoo on a voluntary basis.

• **Kelly** is 22 and wants to know what people of her age do and what they like. She is looking for friends in other countries, busy doing different things. She is at University with politics and economics as her majors. She has lots of friends with whom she goes places and does sports, or just hangs around in pubs and listens to Irish music. She doesn't like reading because it makes her feel lonely, and she hates drama. In general, she is a typical Irish girl.



X. READING

told by Olga Ukrainskaya, a student from Kharkov Pedagogical University, who has a three-year experience of attending scout camps

Scouting

Do you want to get an idea what a real scout camp is? You'll get it.

I'm going to speak about scout camps abroad, called "jamborees". I was fortunate to work in one of them. There I met people of different cultures, got acquainted with new styles of life and enjoyed the thrill of teamwork while building our own small town or village.

As a rule all camps last only a week. A camp needs a long preparation that can take two or three years as everything should be taken into account: who, where, when and in what way will take part in it. Camps are usually put up on fields, not in forests as it is cheaper and less dangerous.

As an example I'd like to talk about the camp that took place in the summer of 2002 in Norway. 6,5 thousand participants were invited from more than 20 countries. I was a member of one of the Ukrainian teams.

Before our arrival a special group called "staff" arranged everything: water supply, toilets, wood for construction and fires, food and tents for the administration, post-office, bar, printing office, museum, shop, and a tent for medical care.

The whole camp consisted of subcamps which in their turn included different groups. This year the camp was called "Life" and the subcamps were named after some animals, birds, species of fish like "Elk" or "Bear". On arriving the participants started building their subcamps. They decorated their gates with the emblem of the subcamp and the flags of their countries. Scouts and guides set their tents, built a kitchen and everything they liked: swings, multistoried towers, etc. Everything was made of logs and fastened with ropes, without nails!

Every camp has its own symbols, composes its hymn and chooses an emblem (ours was "fire") and a camp uniform: a hat, a T-shirt, a necktie and badges all carrying the emblem of the camp. We had two uniforms: one was the same for everyone and was worn on special occasions, like opening and closing ceremonies, campfires or all-camp activities, the other was for everyday activities and represented the organization of the country.

Everyone got a booklet with the rules, the hymn, the map of the camp and the schedule of all the activities. It is essential that a camp activity should be dedicated to some important event or idea, such as struggle with AIDS, integration of the youth all over Europe, collecting money for starving children, support for some countries (this year it was Tanzania) or defense of female rights.

A common day in the camp was like this: hoisting the flags, a spiritual minute to pray or to speak about

31 **Skim through the text to find answers to the following questions.**

1) What does a "jamboree" stand for?
2) Where are scout camps usually built?
3) Why did the group called "staff" arrive several days earlier than the other participants?
4) What symbols does every camp have?
5) What was the usual food in the camp?
6) In what way was the help for Tansania organised?
7) What other activities are described in the text?
8) What problems are mentioned by the author?

32 **Describe the photo taken by the author of the text.**

HOBBY · SIDE BY SIDE MAGAZINE · p.38

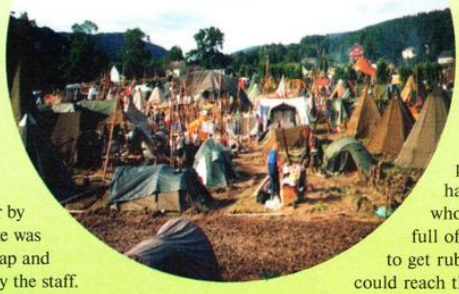
our souls and development, breakfast at 8.30, scheduled activities with a break for lunch at 12.30, dinner at 16.30, and in the evening a subcamp fire with songs and games. Each group had to cook for themselves. For breakfast and lunch we made sandwiches from the so-called "space" food. Everything was in tubes: mayonnaise, caviar, cheese or bacon, and only bread was real. For dinner we had barbecue sausages.

All the scouts and guides took part in the activities or craft workshops organized by the staff. We could choose from: treasure hunt, pioneering, building rafts, embroidery, making bracelets, trinkets and masks, printing, painting or planting trees. The daily camp newspaper made a record of all our activities and impressions.

Besides everyone went on an overnight hike. For it all the camp was divided into small groups of 15—20 people. Each group chose its route and the way of hiking: on foot, by boats, or by bicycles. The aim of the hike was to reach the point on the map and carry out a lot of tasks set by the staff.

As the hosts wanted the foreign guests to get to know Norway better, they organized several excursions to the nearby towns.

The most memorable event was a two-day fair. On the first day the team of each country offered their national dishes and we could taste all we liked. And believe me Ukrainian dishes were among the best! A lot of souvenirs were offered for exchange. The aim of the second day was to collect money for Tanzania. Everyone got two banknotes of the camp currency — "livs" (1 liv cost approximately 1$) that you could spend at the market. If anyone wanted more they could buy them. The following paid services were offered: we could get our heads washed, our nails polished, a tattoo made. We could also fight a strong man with plastic bottles, try to catch a hen, launch a rocket made from a bottle with some stuff inside, try muddy-skis, compete in breaking plates with a large stone, get our hair plaited by the Tanzanians. The longest queue was to get hair washed, because there were no showers in the camp.



Rain was the only problem we had to face. It had been raining almost the whole week and our tents were full of water. We were lucky to get rubber boots — at least we could reach the toilets safely.

Do you think a disco on the lake shore is romantic? Everyone will agree. A disco with a pop group invited from the USA lasted till morning. We had a good time. But... have you ever tried to dance in rubber boots? Believe me, it's a special fun.

33 **Answer the questions.**

1) Would you like to go to a camp like the one described by Olga? Give at least 3 reasons, if yes.
2) If you have been to any children's camp in Ukraine or abroad, compare them with the one described by Olga.
3) What do you like most of all in the scout camp described by Olga?
4) Can going to scout or children's camps be a hobby? Why? Why not?
5) What is your idea of an "ideal" scout/ children's/ students' camp?

XI. LISTENING

34 **A)** **Listen to the interview with Phil McDowell who is famous for the greatest number of hobbies and interests he has had in his life. Are the statements given below true or false? Put T or F.**
B) **Make a list of all the hobbies Phil has had in his life. Tick the hobbies you'd like to take up and explain why. Cross the hobbies you'd never have and explain why.**

1) Mr. McDowell is famous all over the world because he has the most unusual hobby one can ever imagine.
2) He collected not only toys and figures of pigs but also pigshaped stationery.
3) At the moment Phil is looking for a rare Mongolian-English dictionary for his collection.
4) The interview takes place in Phil's house.
5) Phil travels a lot on business.
6) Now Phil is learning Spanish; he is planning to visit South America.
7) While travelling Mr. McDowell uses all kinds of transport but car.
8) For his knitting he always needs some blue, red and white threads.
9) All the souvenirs he gets in different countries make a wonderful collection.
10) His wall-clock collection started with the clock he bought in Eiffel Tower.
11) It is not easy to find out what time it is when you are at Phil's house.
12) Phil was taught wood carving when he was in Russia.
13) Phil plays a lot of golf to keep fit.
14) Another hobby he has is to work as a ski-instructor in the Swiss Alps in winter.
15) He is really good at windsurfing.
16) Every year before Christmas the Town Hall orders Phil to decorate their Christmas tree.
17) Phil does not sell candles he makes.
18) Phil was in all the local newspapers because he can make candles of any animal shape.
19) Once he took part in archeological excavations in Canterbury.
20) Phil never goes to church.

XII. REVISION TRANSLATION

35 Translate into English.

1) Усі мої одногрупники мають якісь захоплення. Ці заняття допомагають їм розслабитися і відпочити після занять. Дівчата віддають перевагу шиттю, в'язанню або вишиванню, а хлопці більш схильні до фізично активних занять, таких як спортивні ігри, походи, альпінізм, катання на ковзанах і лижах. Майже всі мої друзі мають домашніх улюбленців: рибок, хом'ячків, папуг, кішок або собак. Ми часто розказуємо про них кумедні історії і розповідаємо, як ми доглядаємо за нашими улюбленцями.

2) Люди будь-якого віку можуть мати різні хобі. Ці захоплення допомагають їм приємно проводити вільний час, знаходити нових друзів і пізнавати щось нове. Часто люди обирають хобі як заняття, що зовсім відрізняється від того, чим вони зазвичай займаються на роботі. Наприклад, якщо людина весь день працює в офісі, вона із задоволенням буде займатися садівництвом, рибальством, пограє у футбол або теніс, тобто вона обере якесь заняття на свіжому повітрі. А якщо людина працює у великому колективі та багато спілкується з людьми, то у свій вільний час вона хоче побути на самоті, щоб розслабитися після роботи і почитати цікаву книжку, зайнятися малюванням або фотографією.

3) Хобі міняються з віком. Коли мені було років 7, я захопився колекціонуванням. Чого я тільки не збирав тоді! Марки, значки, монети, листівки, плакати, моделі автомашин. Я обмінювався своїми скарбами з товаришами, які теж були завзятими колекціонерами. Я бережу свої колекції з тих пір.

4) Мій друг божеволіє від екстремальних видів спорту. Він займається альпінізмом. Я не поділяю його захоплення, мені здається, що це надто ризиковано. Він говорить, що це спорт справжніх чоловіків, що він відволікається від повсякденної рутини, видираючись по прямовисній скелі, що почуття ризику дає йому насолоду. А для мене все це страшно! Я боюся висоти, у мене серце уривається й волосся ворушиться від остраху, коли я просто дивлюся репортажі про альпіністів по телебаченню.

5) Є чимало речей, які мені не подобаються. Більш за все я ненавиджу телевізійну рекламу, вона жахлива! Я не проти подивитися цікаві, пізнавальні програми, але деякі фільми і музичні кліпи просто огидні. Мене також дратують нудні та примітивні телесеріали. Я не можу терпіти людей, які годинами сидять перед телевізором і більш нічим не цікавляться. На мій погляд, це швидко стає згубною звичкою.

6) У нашому місті багато де можна відпочити. У центрах дозвілля ви знайдете заняття на будь-який смак. Якщо ви полюбляєте співати, ви можете записатися до хору, а якщо ви небайдужі до театру, то можете відвідувати театральний гурток. У цих центрах також працюють різноманітні спортивні секції. Якщо ви ще не визначилися зі своїм хобі, досвідчені спеціалісти вам допоможуть. Вони розкажуть, що вам необхідно придбати для занять улюбленою справою, дадуть довідкову літературу, познайомлять вас з іншими ентузіастами. Вас навчать грати на музичних інструментах, доглядати за кімнатними рослинами, домашніми улюбленцями, грати в настільні ігри.

XIII. WRITING

36 **Step 1.** Work in groups of 3–5. Choose one topic and generate ideas using one of the following techniques:

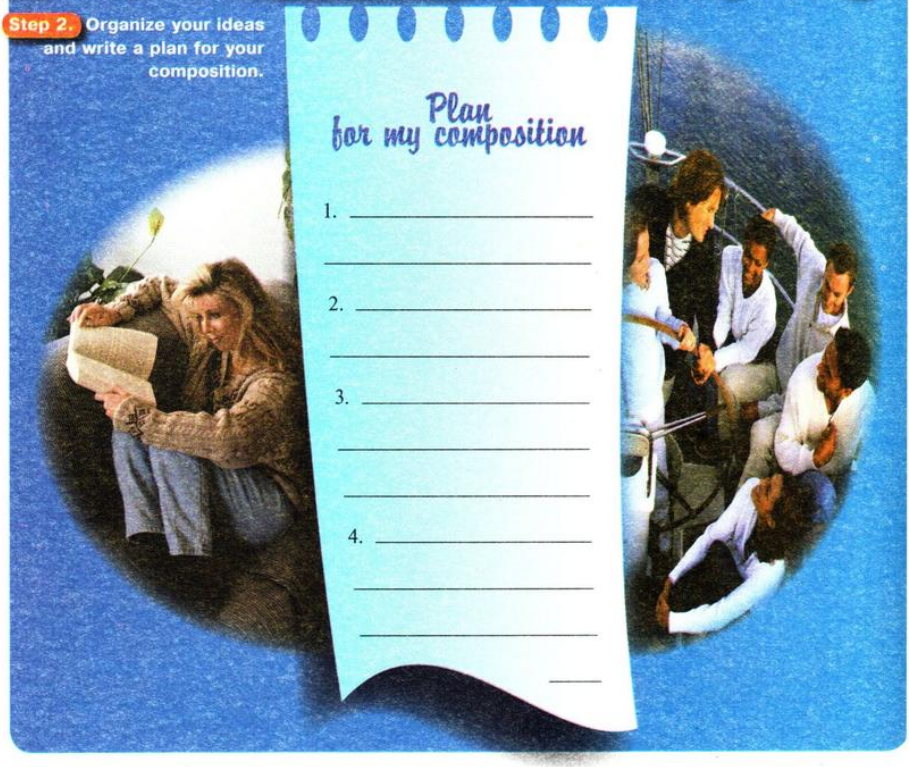
1) brainstorming
2) freewriting
3) using the journalist's questions (who? what? when? where? how? and why?)

1) People listen to music for different reasons and at different times. Why is music important to many people?

2) Some people prefer to spend their free time outdoors. Other people prefer to spend their leisure time indoors. Would you prefer to be outside or inside for your leisure activities?

3) Some people prefer to spend most of their time alone. Others like to be with friends most of the time. Do you prefer to spend your time alone or with friends?

Step 2. Organize your ideas and write a plan for your composition.



Unit 5

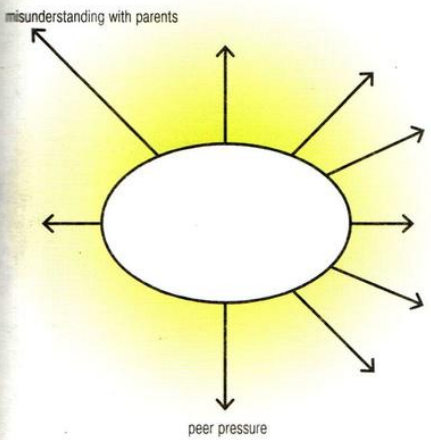
YOUTH IS FULL OF PLEASURE?!

I. LEAD-IN

1 **A)** **The teenage years can be both difficult and wonderful. What are some of the things you like about being a teenager and what makes you sad now and then? Fill in the table and show your list to your groupmate. What is similar and different in your lists? Report your findings to the group.**

I LIKE BEING A TEENAGER BECAUSE...	I DON'T LIKE BEING A TEENAGER BECAUSE...
1.	1.
2.	2.
3.	3.

B) **Work in small groups and using the ideas you have collected make a mind map of teenage and youth problems.**



2 **Read the statements about teenagers given below. Agree or disagree with them and give your reasons.**

USEFUL LANGUAGE

Agreeing	Disagreeing
• I quite agree with you. • I completely/ fully agree with/ that... • I tend to agree with your/ idea/ statement/ suggestion. • You have my support on this. • I absolutely agree with this/ with you.	• I see your point but... • Yes, but... • I'm sorry but I don't agree with... • I'm afraid I have to differ. • I have to say that I totally disagree.

1) Young people often have arguments with their parents about clothes and make-up.
2) Most teenagers in Ukraine have to work part-time.
3) University students in Ukraine should wear a uniform of their alma mater.
4) The relationships with peers are of more importance for most teenagers than their relationships with their parents.
5) All young people realize that good education gives them better prospects for their career.
6) Teenagers tend to imitate people they look up to, mainly film stars and pop performers.
7) Many young people become intensely concerned about their appearance.
8) Many teenagers who drop out of school or neglect their studies come from families where learning is not encouraged.

ГРОМАДА

II. READING

3 **Read the texts about two boys living on the same street. What problems do the boys have? Whose problems seem to you more serious?**

EDWARD

Edward Frost, who had his share of problems, didn't see how he'd ever solve the biggest one. This was Martin Hastings, the bully of Barkham Street: Martin was two years older than Edward, and there was no solution for this.

The fact that he had only one enemy didn't help Edward much, because Martin lived next door to him. Edward lived at number 21 Barkham Street, and Martin lived at number 23. There was no solution for this, either.

"Why doesn't Dad get a job in Alaska, now that it's a state?" Edward asked his mother one day.

"Alaska would be fun," Edward insisted, without much hope. "I'll bet there's a lot of room for teachers up there. I bet they need them badly."

Mrs Frost sighed. "Is it Martin Hastings again?" she said.

Edward nodded.

"What did he do this time?"

This time Martin had chased him for blocks, and then, when Edward was absolutely exhausted and fell down, Martin sat on top of him and pulled his hair and said over and over, "Uncle, say UNCLE..." Martin was a big boy, and Edward not especially. It was an awful, grinding feeling to be sat on that way. And though Martin hadn't pulled hard it was terrible to have your hair pulled at all.

Edward had held out as long as he could, and then gasped, "Uncle," and was released. He got up shakily, dusted off his trousers, and walked away with Martin's voice loud in his ears.

"Don't forget, now," Martin yelled. "Whenever I look at you and wiggle my finger, you gotta say uncle. Understand, Weird One?"

Edward kept walking, not too fast, because that might start everything all over again, but without answering or looking back. He hated being called Weird One almost as much as he hated the pounding, but there was nothing he could do about that either. There was no point in telling his mother all this, because it didn't so much matter what Martin did or said, it was just the fact that Martin was there, big and mean and living next door. It was the fact that Edward, looking ahead, could see no way in which any of this would be changed, unless Martin moved away or dropped dead. Neither seemed likely.

"I'm going to get a crew cut," he said now.

"That's fine," said his mother.

"I think I'll take a course in muscle-building, too. I'll write to one of those magazines about how you get your muscles like cannon balls, and then I'll poke him in the jaw and knock him out for a week and when he comes to I'll make him say uncle for a month without stopping."

"You can't do that. I mean, you can't take a strong-man course."

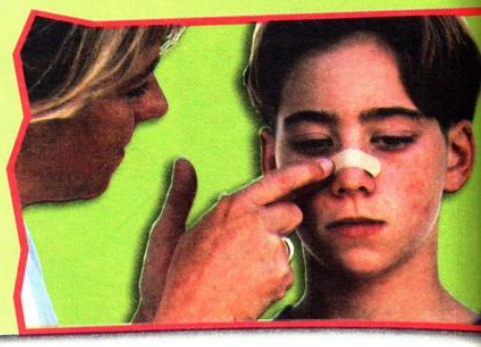
"Why not?"

"Because your muscles aren't developed yet. What I mean is, you aren't old enough for weightlifting and all that sort of thing. You have to be-oh, well into your teens before you can do such things."

"Oh, crums," said Edward in a gloomy voice. That time seemed practically as far away as ninety-eight. Maybe he should concentrate on learning to run fast. He supposed it was cowardly to run, but the sight of Martin always got his legs into action before he had time to think. And if he HAD to run, the smart thing would be to run fast enough not to get caught.

"You know," his mother was saying, "even if we did move somewhere else, it wouldn't be much help, probably. I understand there's a bully on every block."

"What do the mothers of the bullies say?" Mrs Frost shook her head. "I guess maybe they often don't



know. Martin Hastings' mother doesn't know. Or won't believe it. Nobody can tell her anything."

"I heard Ruth Ann's mother telling her one day. Ruth Ann's mother said Martin ought to be locked in an attic until he comes of age."

"Oh, but that's a dreadful thing to say."

"You know what he did? Ruth Ann and some girls were making a tea party for dolls in the back yard, and Martin went in and knocked everything over, except he drank the ginger ale — that was the tea."

Mrs Frost looked unhappy. «Well, it was a bad thing to do."

"Ruth Ann's mother and Mrs Hastings yelled at each other all over the place. Didn't you hear them?"

"I must have been away, thank heaven. Edward, I don't know what the answer is. But I'm just glad you aren't a bully."

Edward snorted. "Me? I'm the kind who runs."

"What else can you do? You needn't be ashamed of running if there's nothing else to do."

"Dad says I should stand up to him."

"How can you stand up to somebody twice your size?"

"Dunno," said Edward. But secretly, while liking his mother for understanding how hard it all was, he sort of agreed with his father. The trouble was that in order to stand up to somebody you had to remember to stand still, and he always forgot and ran. It was a problem all right.

MARTIN

As far back as he could remember, Martin had found Edward Frost a pain and a pest, about as pleasant to put up with as a nail in his shoe. A guy whose parents were forever fussing over him, taking him on picnics and to the zoo, turning up at school for assemblies and Parents' Nights. A guy whose father had been seen pitching a ball to him night after night, week after week, until Birdbrain finally learned to get the bat on it. A guy who didn't have a brother, much less a sister, or any troubles at all, so far as Martin could see.

But there was one thing Edward didn't have that he wanted something awful. Something Martin had and Edward didn't. A dog. That was probably why he'd been even more of a nuisance than ever lately. Calling people names and then running home safe.

Martin had always been able to make Edward run, to make him say uncle, even to make him cry. The times when he managed to make Edward or any other kid cry were in a way that Martin couldn't understand both the best and the most awful times for him. Somehow he would feel, watching the angry tears streak down a face in front of him, sort of relaxed and proud, sort of *that'll-show-them* (even if he didn't exactly know who *them* was). Then, when he'd hardly had time to feel that, he'd begin to get a little shaky, so he'd have to walk away very fast.

Today, hearing Edward call him *Fatso*, Martin forgot everything — the heat, his parents, his promises, even for one furious moment, his dog Rufus. He ceased to be Martin, desperately trying to turn over a new leaf, and became the bully of Barkham Street.

He took out after Edward, who could run fast but not faster than a wild person two years older and stronger, and in minutes he had Edward flat on the ground, pummelling him and pulling his hair.

"Uncle. Say UNCLE," Martin growled through his teeth.

Martin tightened his grasp and shook Edward's head like a mop. "Say uncle!"

"Uncle," Edward choked out at last, and Martin let him go, watching while the smaller boy slapped the dust off his trousers and started away.

"You fat dumbbell," Edward yelled, beginning to run again now that he was close enough to make to his house in safety.

"Ah! The trouble with you is you're jealous," Martin shouted. "You can't have a dog because you're such a slob your parents won't let you!"

"You young bully, why don't you pick on someone your own size?" said a quavery voice.

Martin looked up and saw old Mr Eckman standing on his porch, shaking a white fist. "Somebody ought to tell your parents on you," the old man yelled hoarsely.

"Mind your own business, Prune Face," Martin called up.

Except for his mother and father, there was no adult Martin wouldn't treat with reckless insolence. Even teachers, even the principal, even policemen. Always poking their noses into other people's business, thinking just because they were big they could push any kid around. And they always said that about picking on someone your own size, which was pretty dumb of them. The whole point was WINNING, getting somebody angry or scared. How could you do that with a guy your own size? If he pulled off Otto's cap, for instance, and threw it up in a tree, something he often did to Edward's, would Otto run yelling home? He would not. He'd take a poke at Martin, that's what he'd do. And Martin wasn't sure what he, himself, would do then. Maybe poke back. Maybe run? He just wasn't about to find out.

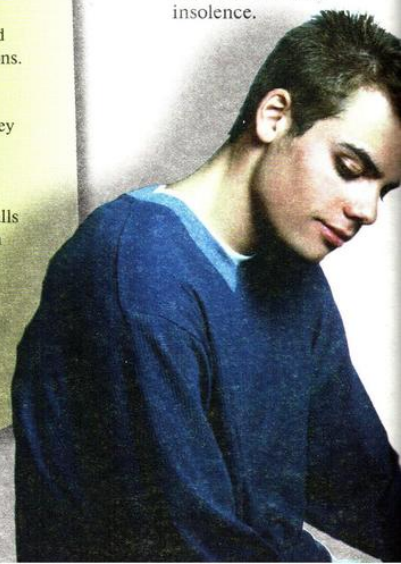
Leaving Mr Eckman furious, Martin walked along home faster, hoping that his mother hadn't by any chance stopped work early. He passed Edward Frost's house, next door to his own, looking to see if Edward was hanging around the safety of his yard, ready to yell *Fatso*, or *Plump Pudding*, before diving through the door. There was no sign of him. Probably inside, complaining to his mother, Martin thought scornfully. Edward's mother, of course, would be there. She always was, afternoons, with cookies and stuff for Edward and his friends.

At his house he was relieved to see the garage doors open, the garage itself empty. His father used their old car to drive to the office, and his mother had the newer one out on her job. She sold cosmetics in people's houses, and it kept her pretty busy afternoons. Martin had never minded, or anyway not very much, and it wouldn't have mattered if he had minded, because the Hastings family needed the extra money she made. He hoped that his dopey sister, Marietta, was out, too, visiting some of her dopey friends. In the old days, before Rufus, it hadn't bothered him much, coming home to an empty house.

Sometimes he played the radio so loud it practically made the walls shiver. Sometimes he poked around in his father's file box, which was forbidden and pretty dull when you got in it. Sometimes he just stamped around from room to room, blowing his bugle and planning how when he grew up he would always have a house to himself. He was never going to get married or have a family, that was for sure. The second he got old enough, he was going to go somewhere far away and have lots of friends and a dog, but no relatives.

4 **Explain what these sentences from the text mean.**

a) I'll bet there's a lot of room for teachers up there.
b) I'm going to get a crew cut.
c) You have to be — oh, well into your teens before you can do such things.
d) ...until he comes of age.
e) A guy whose parents were forever fussing over him.
f) That was probably why he'd been even more of a nuisance than ever lately.
g) He ceased to be Martin, desperately trying to turn over a new leaf, and became the bully of Barkham Street.
h) Except for his mother and father, there was no adult Martin wouldn't treat with reckless insolence.



5 **Some phrasal verbs have more than one meaning. Decide which meaning is realised in the following sentences.**

1. Edward had *held out* as long as he could
a) to stretch (smth such as a head) forward;
b) to last;
c) to offer (smth);
d) to continue in spite of difficulties; refuse to yield.

2. ...and then I'll poke him in the jaw and *knock him out* for a week...
a) to remove (smth) with a sharp blow;
b) to make (someone) lose consciousness;
c) to make (someone) go to sleep;
d) to defeat (someone) or destroy (smth) completely.

3. and when he *comes to* I'll make him say uncle for a month without stopping.
a) to regain consciousness;
b) to feel friendly or happy again;
c) (of a ship, etc.) to come nearer to the wind;
d) (of a ship, etc.) to stop moving.

4. "Dad says I should *stand up to* him."
a) to continue to live in spite of (suffering, hardship, etc., or doing smth difficult);
b) to oppose (usu. someone) without fear;
c) to last in spite of (wear, use, damage, etc., or doing something harmful);
d) to match (smth) in quality.

5. Martin had found Edward Frost a pain and a pest, about as pleasant *to put up with* as a nail in his shoe.
a) to raise (smth) to a higher level or position by means of (smth);
b) to stay with (someone) overnight;
c) to bear or suffer (smth or someone bad) without complaining.

6. *turning up* at school for assemblies and Parents' Nights.
a) to (cause to) fold or point in an upward direction;
b) to happen without effort on one's part;
c) to make (someone) feel sick;
d) to arrive or be found, often unexpectedly.

7. "You young bully, why don't you *pick on* someone your own size?"
a) to choose (smth);
b) to choose (someone) for a purpose, often unpleasant;
c) to choose (someone) for punishment or blame; find fault with (smth).

8. "Somebody ought *to tell* your parents *on* you," the old man yelled hoarsely.
a) to have a usually bad effect on (someone or smth);
b) to inform against (someone).

6 **Who do these sentences and phrases refer to?**

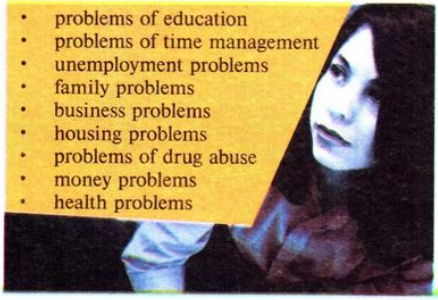
a) he was going to get a crew cut and a course in muscle building;
b) he was going to go somewhere far away and have lots of friends and a dog;
c) he was never going to get married or have a family;
d) he was a wild person;
e) he lived at number 21 Barkham Street;
f) he was the kind who runs;
g) he hated being called Weird One;
h) he was a guy who didn't have a brother, much less a sister;
i) he was a guy whose parents were forever fussing over him;
j) he'd been even more of a nuisance than ever lately;
k) he treated adults with reckless insolence.

7 **Discuss these issues:**
a) What do you know about the boys?
- the houses they lived in;
- their age;
- their families (their parents, sisters or brothers, pets);
- hobbies;
- characters.

b) Why do you think Martin became a bully?
c) What feelings did Martin have when bullying someone?
d) Is bullying a common thing in schools, universities etc.?

III. VOCABULARY

8 **A)** **While in our teens we may have**



- problems of education
- problems of time management
- unemployment problems
- family problems
- business problems
- housing problems
- problems of drug abuse
- money problems
- health problems

B) **The adjectives in the box could be used to describe these problems**

• big	• painful	• important
• major	• minor	• baffling
• difficult	• burning	• recurring
• urgent	• chief	• troublesome
• serious	• key	• challenging

Range the problems in box A in order of importance to you. Explain your choice, using the adjectives from the box B

e.g. The most painful problem for me is...
Family problems are not as serious as...

9 **Which phrases from the box below are close in meaning to the following?**

1) to make an effort to deal with a problem
2) to make seem worse or more important than it really is
3) to make worse
4) to make smth happen
5) to accept that this exists
6) to get rid of
7) to find a way of dealing with
8) to cope with smth easily

a) to tackle a problem
b) to solve a problem
c) to fix a problem (*AE*)
d) to cause a problem
e) to have a problem
f) to face a problem
g) to iron out a problem
h) to sort out a problem
i) to exaggerate a problem
j) to worsen a problem
k) to control a problem
l) to experience a problem
m) to run away from a problem
n) to come up against a problem
o) to come up against a brick wall
p) to find smth a stumbling block
q) to find an easy way out

10 **Find all the equivalents to the following:**

A зіткнутися з проблемою
B вирішувати проблему
C мати проблему
D ускладнювати проблему
E перебільшувати проблему
F уникати вирішення проблеми
G зіткнутися з труднощами у вирішенні проблеми
H легко вирішити проблему

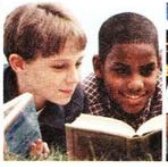
11 **Choose one of your own problems that you would like to discuss with your groupmates. Here are some questions to help you develop your discussion.**

1) Is it a serious or minor problem for you? Explain why.
2) When did this problem arise and what caused it?
3) Can you run away from your problem?
4) Is it a recurring problem or a one-off?
5) Do you know any other people experiencing the same problem?
6) What circumstances can worsen this problem?
7) Have you tried to solve this problem?
8) In what way did you try to sort it out?
9) What do you find a stumbling block to solve it?
10) Is there any quick fix for this problem?
11) Is there anyone who can help you iron out the problem?
12) Who do you usually ask for advice or help?
13) Does other people's advice help you to tackle the problem?

IV. READING

12 **Before reading the text match the words with their definition. Consult a dictionary if you need.**

1)	take a heavy toll on	a)	a thing that causes difficulty or hesitation; obstacle
2)	stumbling block	b)	imprisonment while awaiting trial
3)	custody	c)	the crime of living on the streets
4)	enroll	d)	powerful effect
5)	vagrancy	e)	fail to help or support somebody as they had hoped or expected
6)	impact	f)	have a bad effect on, cause a lot of damage, deaths, suffering
7)	let down	g)	make smb a member of something



13 **Read the texts below and use the word given in capitals at the end of each line to form a word that fits the space in the same line.**

A)

Despite the many changes that have taken place over the past decade in Ukraine, teenage family problems are pretty much the same. Parents often complain about their children's (1)_____ behaviour and verbal (2) _____, which are often caused by lack of (3) _____ or support on their part. Besides, children seem to have the same kinds of (4) _____ with their parents that their parents had when they themselves were young. It seems to come down to the (5) _____ between teenagers' desire to be independent of (6) _____ on the one hand and parents' wish to (7) _____ their children on the other. However, if both sides are willing to compromise it is normally quite easy to (8)_____ any conflict.

B)

Adolescents aged from 12 to 16 are mostly interested in friends of the same sex. They choose friends who are (1) _____. It is important for them because they want to be able to (2) _____ good times as well as bad times with them. It isn't easy for many teenagers to (3) _____ contacts with peers. However, once they find an intimate friend, they are ready to (4) _____ anything for them. That's why if they have to break off with such a friend, it can turn out to be a very painful experience. Unfortunately, peers are not always (5) _____. They can let their friends down, and even put (6) _____ on them. At the same time teenagers don't often oppose to peer pressure because they are afraid of (7) _____.

IMPULSE
AGGRESSIVE
RECOGNIZE

ARGUE

CONFLICTING
RESTRICT
UNCONTROLLABLE

SETTLEMENT

TRUST
UNSHARED

ESTABLISHMENT

SACRIFICIAL

POSITIVENESS
PRESSURISE

LONE

14 **Read the text and find at least four teenage problems and their causes.**

Problems Facing Teenagers and Youth in Ukraine

The political and social changes and the economic difficulties of the 1990s have resulted in an insecure financial position of a lot of families in the Ukrainian society, in uncertainty about the future and an unfavourable daily environment for teenagers. Young people in Ukraine, like people everywhere, face many challenges. In fact, the problems worrying teenagers reflect the problems of a society going through a transitional period.

According to the survey a number of teenagers are characterized by feeling a growing need to defend themselves, impulsive behaviour, rudeness, aggressiveness and settlement of conflicts through violence. They challenge conventions and become dropouts.

The survey also shows that the young people are deeply concerned with material problems. They experience fear of poverty and are affected by growing material relations between people and therefore, delay getting married until later in life. Some even say that they are losing hope for education since they can't afford it. Quite a few students, especially those living separately from their parents, face the problem of funding themselves while they are studying. Trying to find a way out, they work part-time to make their living. But out of the frying pan into the fire. Their problem-solving becomes a stumbling block to their successful learning and passing the exams.

Typical problems of teenagers are lack of recognition in the family, lack of support, difficulties in establishing contacts, loneliness. Friendship is of great importance to teenagers. They wish to have trustworthy friends not only to share good times but also problems. They are ready to sacrifice anything for them. But teenagers easily break off with friends who let them down or if they get disappointed in them.

Family problems like parents' divorcing, a death in the family or violence in the home tell on teenagers. They have all possible arguments with their parents. Now and then the arguments come down to conflicts between the teenager's desire to be independent of restrictions and the parents' right to control them. Young people are encouraged to leave home by parents unable or unwilling to provide for them and soon they find themselves with a bad crowd in the street.

Only in 1996 around 12,000 teenagers were taken into Ukrainian police custody for vagrancy and begging. Different crimes committed by teenagers are influenced by the specifics of their age, physical and psychological development, as well as their social and legal immaturity. The major threats for 'street' children, apart from criminal activity, are drug and tobacco addiction, toxicomania, alcoholism and prostitution.

The national programme "Children of Ukraine" foresees the development of measures to prevent juvenile homelessness and criminality by reforming education and law and activating social work directed at solving these problems. The aim of the programme is to help young people to realize their potential in life, to set goals and to make friendships with positive peers. It is important to find ways to involve young people into different projects and programmes intended to address their problems. In Kyiv, for example, at weekends there is the so-called "trust bus" where one can talk to a psychologist or a doctor. Special courses for the young are conducted on prevention of AIDS and sexually transmitted diseases.

Centres for social and psychological rehabilitation are organized at educational establishments for teenagers as well as for their parents. Special seminars are held by teachers and social workers for youth on the issues of sex education and the preparation of young people for married life. There are also youth-oriented programmes and talk shows on TV, problem pages in youth magazines and special Internet sites that give the young people an opportunity to share their problems, find possible solutions and build up a positive view of life. The work requires further development and practical state support.

15 **Answer the questions to the text:**

1) How have the political, social and economic changes in the Ukrainian society affected the position of young people?
2) What do the investigations of the social-psychological state of teenagers show?
3) How do material relations in our society affect young people?
4) What way do different family problems influence teenagers?
5) Why are teenagers so much concerned about their relations with friends and peers?
6) What specific characteristics of teenagers lead to different crimes?
7) How does the national programme "Children of Ukraine" try to solve the problems of youth?
8) What are the aims of centres for social and psychological rehabilitation?
9) What other activities help to find solutions to youth problems?
10) What is necessary for the successful work of youth-oriented programmes?

16 **Find words or phrases in the text which mean the same as:**

- not safe
- to be anxious
- marked by sudden action
- fight, dispute
- attack, assault
- be afraid of smb/ smth
- meet, encounter
- disagreement, quarrel
- limitation
- restoring smb to a normal life
- an answer to a problem, question or difficulty
- to provide with money
- to end smth suddenly

17 **Give English equivalents from the text to the following phrases:**

Несприятливе повсякденне оточення; перехідний період; зростаюча потреба; погана компанія; попереднє утримування під слідством за бродяжництво та жебрування; улагодження конфліктів; дефіцит визнання; скоїти злочин; вікові особливості; юридична незрілість; наркотична та тютюнова залежність; центри соціальної та психологічної допомоги; державна допомога; семінари з питань підготовки молодих до сімейного життя; кидати виклик умовностям; ставати ізгоями; бути серйозно занепокоєним; відчувати страх злиденності; втратити надію отримати освіту; забезпечувати себе матеріально; встановлювати контакти; переживати разом добрі часи; пожертвувати чим завгодно заради кого-небудь; легко припинити стосунки з ким-небудь; призводити до конфліктів; запобігати підлітковій злочинності; накреслювати цілі; реалізувати свій потенціал у житті.

18 **Fill in the gaps with words related to the words in the table.**

NOUN	VERB	ADJECTIVE
	develop	
		poor
	recognize	
influence		
	increase	
	prevent	
	establish	
violence		
	—	anxious
	—	homeless
	—	lonely
		mature
addiction, addict		
security		
		certain

19 **Form antonyms using negative prefixes un-, in-, il-, im-.**

Secure, certainty, favourable, direct, possible, dependent, legal, maturity, effective, security, practical, employment.

20 **Substitute the underlined words and phrases with their equivalents from the text.**

1) An unhappy home **atmosphere** can affect a child's behaviour.
2) I don't think I have ever **had** real depression.
3) Many people are starving because of **shortage** of food in some regions of the planet.
4) The government **set up** a special fund for poor families.
5) He is not a **reliable** partner, he never does what he promises.
6) She **gave up** her career to take care of her mother.
7) The police did everything to stop **law-breaking**.
8) He can't overcome his **habit to use drugs**.
9) They usually raise very important **topics** for discussion.
10) He was arrested when he was **asking for money** from passers-by.
11) When the dog attacked me, I tried **to protect** myself with a stick.
12) He can't get along with **children of his age**.
13) After leaving home he found himself in a bad **company**.
14) All our efforts to persuade him **ended** in failure.

V. SPEAKING AND READING

21 **Study the statistics of 2000 for Ukraine.**
A Find the problems which were not mentioned in excercise 14.
B Comment on the gender differences in the results of the survey. How can you explain them?
C Some people say that "there are no problems – only challenges". Which of these problems can you consider a challenge?

Problems	Girls	Boys
Lack of money	71 %	83 %
Health of friends and relatives	37 %	29 %
Relations with parents	27 %	36 %
Employment	19 %	24 %
Relationship with a boy/girl-friend	18 %	9 %
Lack of real friends	16 %	9 %
Personal health	16 %	11 %
Loneliness	11 %	6 %

22 **Complete each statement in two ways. Explain possible reasons and consequences.**

1) Young people have many conflicts with teachers/parents/peers...
2) Teenagers need their peers' approval
3) Many adolescents commit crimes
4) Teens today may seem spoiled, undisciplined and selfish
5) Many government and non-government organizations offer anti-drug programmes
6) Many teenagers try to study hard
7) Fashion and music are very important for teens
8) Many government and non-government organizations set up special help lines

because...
that's why...

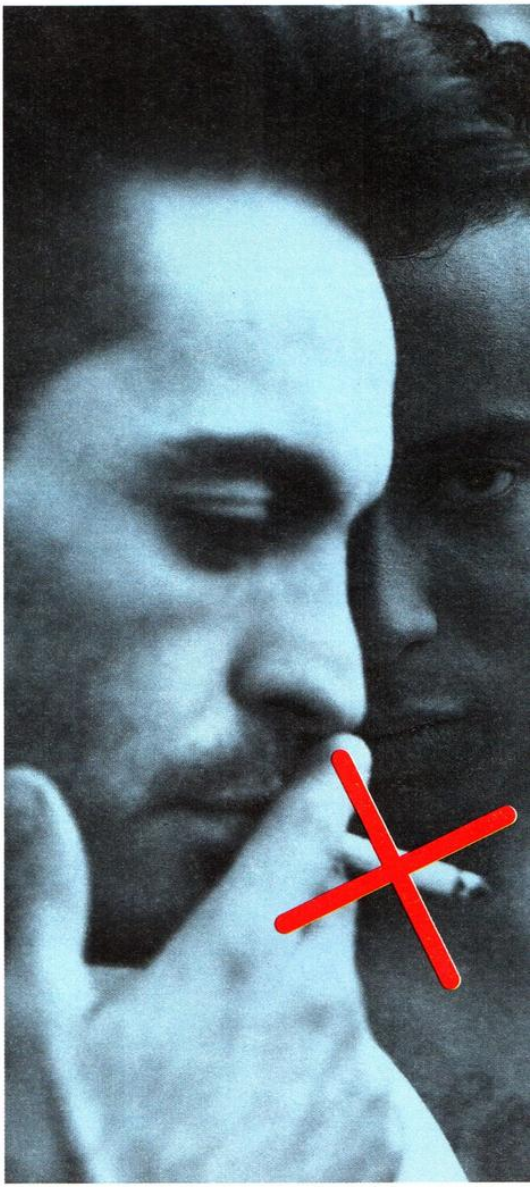
23 **Fill in the gaps with the phrases from the box.**

HARD QUESTIONS

- to put you at serious risk
- get yourself some help to quit
- constant use
- becoming totally dependent on it
- to become addicted
- to interfere with your daily activities

Q.: Lately I've been smoking marijuana more and more. I'm afraid I'm going (1)_____ . How can you tell if you're addicted to drugs?

A.: Any kind of experimentation with any drug is dangerous (not to mention illegal). Even a single recreational use of a so-called soft drug like marijuana is enough (2)_____. Drugs impair your judgement, interfere with your ability to behave rationally and can lead to the kind of reckless behaviour. The idea of harmless, social drug is a "total myth". It's true that not every single person who has ever smoked marijuana has spent the rest of her or his life as a drug addict. There's a big difference between trying something once — or even a few times and (3)_____. The moment you notice drugs beginning (4)_____, you risk chemical dependence. For example: if you've been less interested in your friends and family, if your eating or sleeping patterns have changed, or if there are things you can't do anymore without smoking first, then you need to stop thinking of your habit as casual and (5)_____. Another indicator of drug addiction is when people you know, whose opinion you trust, notice changes in you.
One last point — addiction isn't just about (6)_____, it's also about consistent behaviour. A person can be an alcoholic even if she or he starts drinking only after coming home from work. The same is true of marijuana.



VI. READING AND LISTENING

24 **Four teenagers spoke on the radio about their problems and asked for help and advice. A lot of people have sent their letters to the radio station. The problem is that none of them wrote who they addressed their letter to. Read the letters and then listen to the radio programme and decide which of the four speakers each letter is addressed to. Fill in the chart below.**

Letter №	Addressed to
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Speaker 1 — Amanda
Speaker 2 — Sabrina
Speaker 3 — Max
Speaker 4 — Lucia

25 **Say, which letters, from your point of view, contain the most reasonable advice. Give your reasons. Which of the letters would you not even show to Amanda, Sabrina, Max and Lucia? Why?**

1 We are always told that 'good old parents know best'. But they sometimes forget that it is our life and we have to choose our way ourselves and not to have it imposed on us. But I think if you claimed you wanted to be a doctor, for example, or an architect, they wouldn't mind. They just understand that every girl at your age wants to be an actress, but not every girl will. You have to think it over again. Are you sure it's really the only thing you want to do in your life?

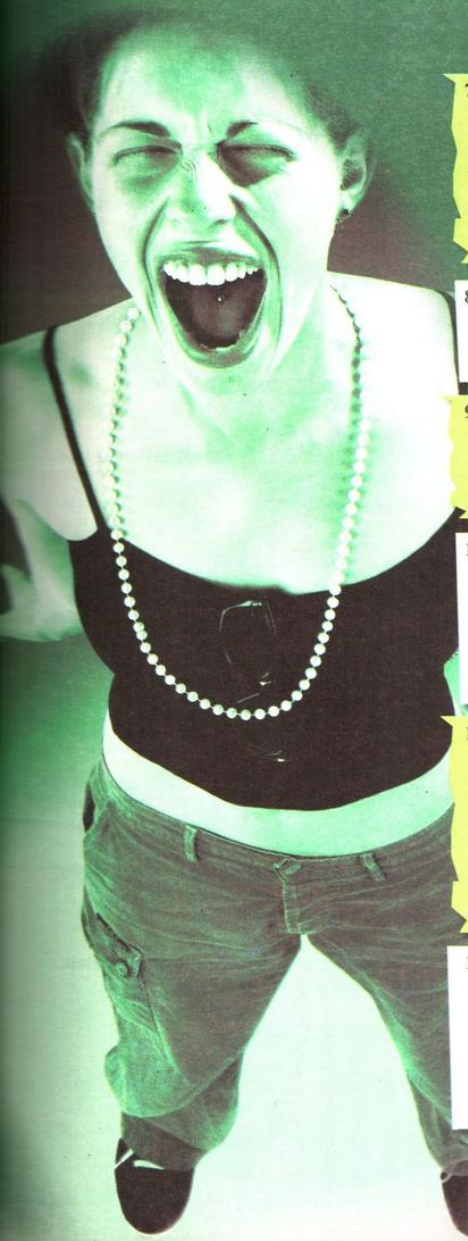
2 The only suggestion I can bring forward is that you should spend more time on it — more than other subjects you have no problems with.

3 Each girl can be as beautiful as she makes herself. You say your appearance now is 'not so bad'. So why not add to it with the help of some make-up, smart clothes, a new hair-style and a small talk to keep up a conversation with a boy who takes interest in you or you take interest in. Otherwise you will always have to look at the backs of other girls leaving the party with a nice new boyfriend while you stay behind humiliated, lonely and thinking about your imperfect looks.

4 Hey, you are really lucky! Now you know what you won't do at college! The problem with us all-A-students is that it is usually difficult to choose what we really want to study at university as we have spent so much time studying ALL the subjects, and now it's quite heart-breaking to give most of them up as soon as you start university.

5 I can tell you what happened — I found myself in the same situation last year. My best friend met a boy and they started going out. So she was so much afraid of all her girlfriends that she constantly avoided us. As her parents were so fond of the boy, they moved to his neighbourhood. I'm sure your former friend thinks you are so much prettier that she is afraid her boyfriend will forget about her the moment he sets his eyes on you. So, if you want to revive your friendship you have to let her know that you also have a boyfriend and you are really happy.

6 This situation is so perplexing and sad. Something is going on in her life that she doesn't want you to know. She is either embarrassed or ashamed and afraid to see you. She might have got pregnant or got involved in some criminal case. The reason she didn't want you around was probably because of your closeness. She knew you'd see or guess the problem. I don't know if you'll ever know the truth. She is avoiding you to prevent you from knowing her skeleton in the cupboard. If you are sure it's really so important for you, all you can do is write to her a note or an e-mail expressing your love and concern. Let her know you think something happened and wish you knew. Reassure her that you will always be her friend, never judge her and always be available.



7 More and more young people now prefer to take a 'gap-year' before going to college. I'm not sure it's a good idea for everyone as in a year you may forget half the things you learnt at school, but in your situation it looks like a perfect way out — first, in a year you will be old enough to decide for yourself, second, some job experience will help you to decide whether acting is really the only thing you want to do in your life.

8 Your problem is not your appearance but your low self-esteem. You must wake up in the morning and say to yourself, "I'm a very beautiful and cheerful girl. I am the best!"

9 What you told about her in your letter suggests it's not really worth trying to get in touch again. She was friends with you while she felt it was really necessary for her. As soon as she felt she didn't need you any more she threw you out of her life. Just do the same!

10 Please don't be upset about the "C." Anyway, that's good news to lots of teens. Be grateful for the fine mind you have and all the other top grades you've made. As a mother and former teacher, my idea is to ask the teacher for suggestions for improvement. Your potential is no secret to this educator. Look at this as an opportunity to locate a skill that needs honing before college.

11 I think the best way out of your situation will involve compromise. I assume criminal justice would be your choice of a college major. Choose a university known for its amateur theatre society. Acquaint yourself with any drama production going on. Work for the university's radio station. Get involved with all the components of acting. Audition for plays. Work backstage. Take a voice class. You might be surprised at how many well-known actors have a college education. I think you can do both. Your dream is strong.

12 Many teens are concerned about some body imperfection. These happens to males too. We all have insecurities. I guess the slant we give them determines their power. The older we get, the less we worry, but then we have less to worry about. I think if we believe God loves us as His children just the way we are, our perspective is altered and the physical matters matter less. The physical will decay one day.

VII. SPEAKING

26 **Here are the problems eight young people complained about. Discuss with your partner how they can be solved. Make use of the expressions from the box on the right.**

1) My most painful problem is that I am getting anxiety attacks every time I think about tests or exams. I know I am going to fail. These thoughts overload my brain, causing me to forget what I have learnt.

2) I am having difficulty making friends in University. I am too shy.

3) I have got poor eyesight, but I am too embarrassed to wear glasses. I am sure I look terrible with them on.

4) I am being picked on by my teacher. She is always criticizing me. I can't keep up with my group because I am a slow learner.

5) I have a good friend who helps me a lot. But he often talks me into bunking off. He puts pressure on me and I can't resist and we miss lessons together. I am afraid to end up in trouble with my parents or the dean.

6) My three friends and I have always done everything together. Now that this bully has broken up with her friends she is hanging around us and she is so annoying. How can we ask her to leave us alone without hurting her feelings?

7) I feel so lonely. I want to have a boyfriend so badly — my best friend is so in love with her boyfriend, and I am really jealous. Everyone says I'll get a boyfriend sooner or later, but I won't. I'm fat and ugly and I have to put a brave face on, but it's killing me inside.

8) She was my bosom buddy. We were so close! We were like sisters. When I started going out with my boyfriend and inevitably spending less time with her, she became hostile and jealous.

USEFUL LANGUAGE

Stating the problem	Giving advice
• She/ he's been having problems with...	• She/ he should/ ought to...
• He/she used to/ would/ would never..., but now...	• If I were him/ her, I'd...
• To start with...	• She/he'd better...
• The real problem is...	• I'd advise him/her to...
• The trouble is...	• I (don't) think he/ she should...
• The awful thing is...	• Why doesn't he/ she...?
• And another problem is...	• It would be more reasonable to...
• And another thing that worries him/ her...	• In a situation like that...
• She/he can't put an end to the whole situation...	• In a case like that...
• It's like banging his/ her head against a brick wall...	• He/ she could try...

27 **A) Your best friend, aged 16, has changed a lot. Share your worries with your groupmate. Describe the problem using the ideas below:**

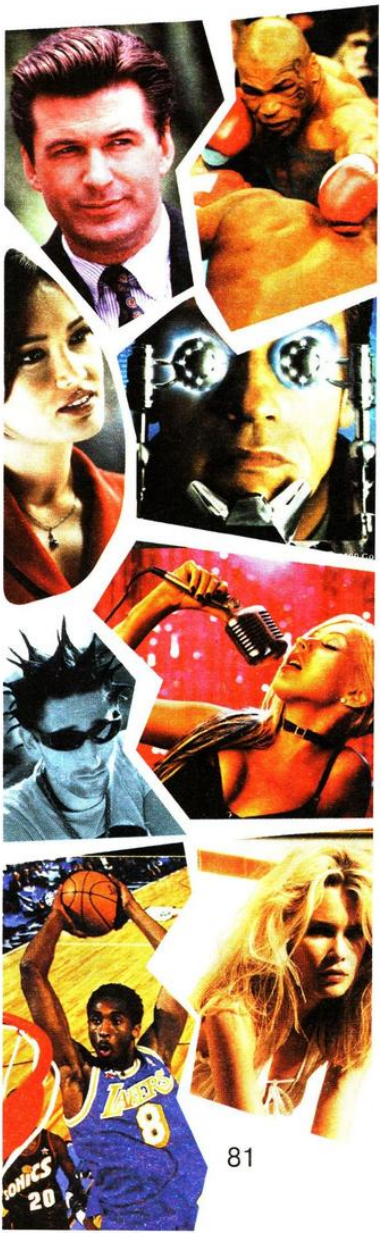
- has become very secretive beyond a normal need for privacy;
- is always depressed;
- has suddenly changed his school performance for worse;
- is often extremely hostile and sometimes violent;
- stayed out all night;
- plays truant or refuses to go to university/ school;
- won't let you on what's going on.

B) Try to help your friend with your advice. What his/ her actions should be in this situation?

VIII. LISTENING

28 **Listen to the text "Heroes of their time" and fill in the missing information.**

1) Teenagers try to imitate their idols by (1) _____ _____ _____.
2) The idolization is formed under the influence of (2) _____, (3)_____ and (4) _____.
3) The correspondent conducted a survey in Kiev schools to prove or refute the idea that nowadays young people (5) _____ _____ _____.
4) The heroes of the youngest pupils were (6) _____, (7) _____, (8) _____ and (9)_____ _____.
5) Teenagers have a tendency to (10) _____ _____ their parents' significance and to (11) _____ the prestige of (12) _____ _____.
6) Older children idolize people who (13) _____ _____ and despise (14) _____.
7) The reporter thinks that we are (15) _____ _____ by the total de-idealization of society.



29 **Discussion:**

1) Is there any information in the text you do not agree with? Explain your point of view.
2) What types of people are usually idolized by teens nowadays?
3) What do you know about the people whose names are mentioned in the text (Claudia Schiffer, Natalia Oreiro, Arnold Schwarzenegger, Russian pop singer Alsu)? Why do you think they became idols for many teenagers?
4) Do ideals change when a person grows older?
5) When and why do unworthy people become idols of countless teenagers?
6) Can idolization cause problems?
7) Have you ever had any idols? Describe your experience.

IX. READING

30 **Read the gapped text. In this task a number of paragraphs are removed from the text and presented in a jumbled list. Choose from the missing paragraphs (A—D) to fill each gap.**

Teenagers and Parents

• "Enjoy them now, they'll soon be teenagers!" Warnings like this from friends and relatives, together with media images of adolescents as secretive and moody troublemakers, can lead parents to expect trouble as their children develop. But are these really fair descriptions of the typical teenager? Not necessarily. The research shows that family life does not have to be a battleground during the teenage years. Many parents never face serious conflicts with their adolescent children and live peacefully and harmoniously with their teens by keeping communication open and making some adjustments in the way they think and act to compromise.

Teens have a natural need to establish their own identity. They progress from childhood dependency to adult independence, from control of parents to self control. For parents this usually means dealing with some tension in the home as teens ask themselves "Who am I?", "What will I become?" and "How will I get along with others?". Teens often look for the answers to these questions by challenging authority and testing rules.

1 _____

• Teens are usually very anxious and sensitive about their physical appearance. They worry tremendously about their height, weight, skin and hair. They are quick to find fault with themselves, although most of these "defects" are largely exaggerated by them.

2 _____

• Learning how to relate to others is an important task for teens, which is why the opinion of friends often appears to rival parents' influence at this time. Parents tend to think of peer pressure as negative but in fact much of it is positive. Teens help keep each other on the right track.

3 _____

• Young people are in crisis over issues like girlfriends and boyfriends, fashion, peer acceptance, jobs and music. They tend to assimilate into a subculture and adopt distinctive dress, hairstyles, music and language. But parents' anxiety over teen behaviour often causes annoyance and distrust. Teens often respond with "You don't trust me!" or "You just don't understand!"

4 _____

A) Parents who lose their tempers or withdraw in despair can make things worse. Constant negative messages from parents can lead to hostility, indifference and withdrawal in teenagers. Whatever their doubts, good parents always express confidence that things will get better, support their teens' efforts, cheer their achievements and show their love to children. Teens need to hear from their parents that they are loved unconditionally for themselves and that their parents will stand by them no matter what.

B) It is important that parents offer practical help with physical problems, for example, by getting medical attention for their teens when it's needed. Parents can also help teens accept themselves by encouraging them to find activities and interests that will enrich their lives and that don't require a perfect body.

C) Parents shouldn't be hurt if their teens don't confide in them, but spend hours on the telephone sharing secrets with their friends. It's important that parents should respect their teens' need for privacy. At the same time they can help by encouraging teens to bring their friends home and making their home a welcoming place.

D) Parents can help by encouraging their teens to assume increasing responsibility for their choices and actions, while continuing to provide appropriate supervision and guidance. Parents should remember that teenagers begin to look like adults but often act like 2-year-olds in their determination to establish their own identity.

X. LISTENING A WALK-OUT SAYS...

31 **Have a look at the list of the most common reasons why teenagers walk out.**

A) Listen to the tape and say which of them do you think made Cindy walk out.

- Parents put pressure on them;
- Teens need to establish own identity and independence;
- Parents don't care and teens lack their support;
- Teens feel uncertain about the future;
- Homes are cold and unhappy or there's violence in the family;
- Parents' expectations are too high;
- Teenager is jealous about one parent's new partner.

B) Which four reasons would be/would have been most likely to make you leave home? Share your opinion with a groupmate.

C) Act out a conversation between Cindy and her mother after her friend walks out.

D) Answer the questions:

Do you think Cindy was right to leave home? Why?

When does she come in touch with her mother?

What does Cindy seem to want from her relationship with her mother: advice, support, friendship, money, warmth?

XI. REVISION TRANSLATION

32 **Translate into English**

1) Опитування молодих людей доводить, що багато підлітків сподіваються вирішити свої нагальні проблеми в консультаційних центрах, де фахівці допомагають віднайти правильні рішення, намітити реальні цілі і сформувати позитивний образ життя. Проблеми нашого суспільства у перехідний період відбиваються на становищі молодих, тому необхідна практична державна підтримка різноманітних програм для молоді.
2) Конфлікти з батьками й однолітками є типовими проблемами для підлітків. Брак розуміння в сім'ї і надійних друзів призводить молодих людей до поганих компаній.
3) Мене турбує моя зовнішність. Я думаю, що я некрасива. Я не можу ні поділитися своєю проблемою з друзями чи батьками, ні впоратися з нею сама. У кого я можу попросити допомоги чи поради?
4) Мій друг хоче знайти роботу на неповний робочий день. Він студент і повинен забезпечувати себе грошима сам. Звичайно, ця робота може стати каменем спотикання для його успішного навчання й складання іспитів.
5) Мої друзі часто мене підводять, і мені доводиться розлучатися з ними через це. Мені здається, що я готовий пожертвувати заради них чим завгодно, але вони цього не цінують. Я почуваюся самотнім.
6) Усі його спроби розв'язати конфлікти з батьками звичайно завершуються невдачею. Але він не втрачає надії на гарні стосунки в сім'ї.
7) Найбільш серйозні проблеми, з якими стикаються підлітки, — це наркоманія, токсикоманія, алкоголізм, проституція та інші вади. Спеціальні програми допомагають молоді розв'язати нагальні проблеми та подолати невпевненість щодо свого майбутнього.
8) Багато підлітків розуміють, що гарна освіта відкриває їм хороші перспективи у житті та кар'єрі. Щоб реалізувати свій потенціал, вони намагаються добре вчитися, займаються спортом та беруть активну участь у громадському житті.
9) Організації по боротьбі з наркотиками проводять семінари для підлітків, їх батьків та вчителів, створюють телефони довіри, випускають плакати та журнали, які розповідають про небезпеку вживання наркотиків.
10) Музика і телебачення є найбільш важливими сторонами життя молоді. Дуже часто поп- і рок-виконавці, кінозірки впливають на підлітків. Молоді люди намагаються наслідувати своїх кумирів у всьому: зачісках, манері одягатися, манері поведінки. Іноді це наслідування дуже небезпечне і шкідливе.
11) Агресивна і груба поведінка підлітків дуже часто породжується їх бажанням кинути виклик умовностям навколишнього середовища. Вони бажають також бути незалежними від своїх батьків, їх обмежень та контролю.

XII. WRITING

33 **Develop the following idea and write a paragraph (a series of sentences about one idea): My life at University was not easy at first because I had to adjust to some new changes in my life. The biggest problem I faced was... . (homesickness, housing problem, cooking for myself, etc.)**

Step 1 **Answer the questions to plan your paragraph.**

1) What was the new situation?
2) What was different and new?
3) How did you feel about it? Angry? Anxious? Sad?
4) What was the problem?
5) What did you do to adjust to it?
6) Was it easy or difficult?
7) What did you have to learn to do?
8) Was your solution successful? How do you know?

Step 2 **Exchange paragraphs with your classmate. Read your partner's paragraph. What is the main idea of it? Write a title for this paragraph. Ask questions to find out more details. Give your suggestions as to how to improve the paragraph. Underline any language mistakes you find in the paragraph.**

Step 3 **Reread your paragraph. What changes can you make to improve your paragraph? What information can you add? What should you correct?**

Step 4 **Rewrite your paragraph.**

34 **Fill in the chart with details about one of the problems of the young people. Use the chart to write a paragraph revealing the problem.**

Step 1 **List details about one of the problems of the young people that would help you to reveal the problem. Use the chart on the right to plan your paragraph.**

Step 2 **Write a paragraph about the problem.**

Step 3 **Share the paragraph with your partner. As you read your partner's paragraph, underline the most vivid details. Then tell your partner what you like in his/her piece of writing. Suggest some more details to make the paragraph more effective. Underline any language mistakes you can see.**

Step 4 **Rewrite your paragraph.**

Define the problem	Details
Relations with my peers	Don't make friends easily Very shy Can't share my problems with my friends, etc.

XIII. PROJECT WORK

35 Create a problem page for a youth magazine. There should be letters about readers' problems and advice how to solve them.

Step 1: Choose a problem that is very important to you. At home write a letter to the magazine's problem page. Describe your problem in detail, your feelings and sufferings, and ask for advice. If you want to be anonymous, type your letter.

Step 2: Arrange all the letters on the magazine's page. Group them according to the problems described. Think of the best ways to present different letters to your future readers.

Step 3: Read the magazine's problem page. Choose one letter you would like to answer and give an encouraging tip.

Step 4: Arrange the letters with answers on the problem page. Comment on the advice given and, if necessary, suggest a different solution. Discuss the letters, if any, that remained unanswered.

36 Interview

Interview — an occasion when a person is asked questions by one or more other people to find out about his or her opinions, ideas, etc., so that they can be printed in a newspaper, magazine, etc., or broadcast.

Step 1: Put the guidelines for conducting an information-gathering interview in chronological order:

_____ **A)** Select the person you wish to interview.
_____ **B)** Follow some of your major questions with possible following questions.
_____ **C)** Phone a person or send a letter requesting an interview.
_____ **D)** Define the purpose of the interview to your interviewee.
_____ **E)** Choose the way you would like to interview the person: face-to-face interview/ a telephone interview/ an e-mail interview.
_____ **F)** Write the first draft of the summary.
_____ **G)** Prepare a list of questions.
_____ **H)** Consider the topic, purpose and audience for your interview.
_____ **I)** Open the interview by thanking the person for agreeing to be interviewed and again state your purpose.
_____ **J)** Ask permission to tape the interview.
_____ **K)** Ask open-ended questions.
_____ **L)** Close the interview with an expression of appreciation.
_____ **M)** Edit the text paying attention to grammar, punctuation, paragraphs, etc.
_____ **N)** Present the final copy of the text.

Step 2: Write a list of questions for your interview. Make peer-correction working in pairs.

Step 3: Interview someone of an older generaion to find out what problems young people had when this person was a teenager. Write a report about your interview.

Step 4: In class arrange your reports on the next problem page of your magazine. Open group discussion. Discuss the changes that have taken place.

Unit 6 YOUR NEAREST AND DEAREST

I. LEAD-IN

1 **Discuss the following items.**

a) What makes a group of people a family? Is it just because they are born that way?

b) "Jules Verne was my father. H.G.Wells was my wise uncle, Edgar Allan Poe was the batwinged cousin... Flash Gordon* and Buck Rogers* were my brothers and friends. There you have my ancestry."

(Ray Bradbury)

* Flash Gordon — a strip of a space traveller who battles evil-doers. Buck Rogers — a science fiction strip about a military man and his adventures in the 25th century.

II. VOCABULARY

2 **The adjectives in the box can be used to describe a family.**

• large • huge • well-off • immediate • nuclear • extended • tight-knit • poor • one-parent • low-income • adoptive • foster • childless • two-parent

A. Check their meaning in your dictionary or with your teacher. Answer the following questions using these adjectives.

a) What family do you belong to?
b) What families do your friends come from?
c) What family did your mother marry into?

B. Find synonyms to the following words:

- wealthy –
- hard-up –
- single parent –
- close-knit –

3 **What kinds of families are described in the following sentences? Fill in the gaps using the attributes from the box above.**

1) Brian comes from a _____ family. His mother works hard because she has to raise him without anyone's support.
2) Those families which consist of two people, either married or living together without children are called _____ families.
3) My family is not large, it is a family of only three: my husband, my daughter Ann and me. So I can say that we make up a _____ or _____ family.
4) Almost all of our close and distant relatives gathered at that wonderful party — there were more than fifty people! What a _____ family!
5) I was very grateful to all my relatives for the support they gave me when I was in trouble last year. I know I can rely on them at any time; we are always such a _____ family.
6) Paul came from a _____ family; his father was a rich and prosperous lawyer.
7) After Tom's parents died in a car crash, he was brought up in a(n)_____ family.

4 **Using the table build up all possible words denoting family relationships:**

	mother	sister	son	nephew	husband	child	parent	granny	wife	cousin	aunt
...-in-law											
step											
grand											
half											
great											
ex											
god											
second											

5 **Speak about your family members using as many appropriate expressions as possible.**

- my ancestors originated from...
- to be a descendant of...
- to be born into a ... family
- blood relatives, relatives by marriage, distant relatives, close/ near relatives, in-laws
- to be related by marriage/ blood
- on mother's/ father's side
- to be a mother-of-two (of-six)
- to be left motherless/ fatherless
- first-born, middle-born, last-born
- an only child

6 **Explain the following words and phrases that denote family relations:**

1) blood brothers, a half brother, a full brother, a stepbrother, a sibling;
2) host father, stepfather, adoptive father, father-in-law, foster father;
3) twins, triplets, quads (quadruplets), a twin brother/ sister, identical/ fraternal twins;
4) first/ second/ third cousin, forty-second cousin;
5) paternal grandfather, maternal grandfather, great-grandfather.

7 **Write at least 5 words under each category:**

a) blood relatives;
b) ancestors;
c) relatives by marriage;
d) distant relatives;
e) close/ near relatives;
f) male relatives;
g) female relatives;
h) both male and female relatives.

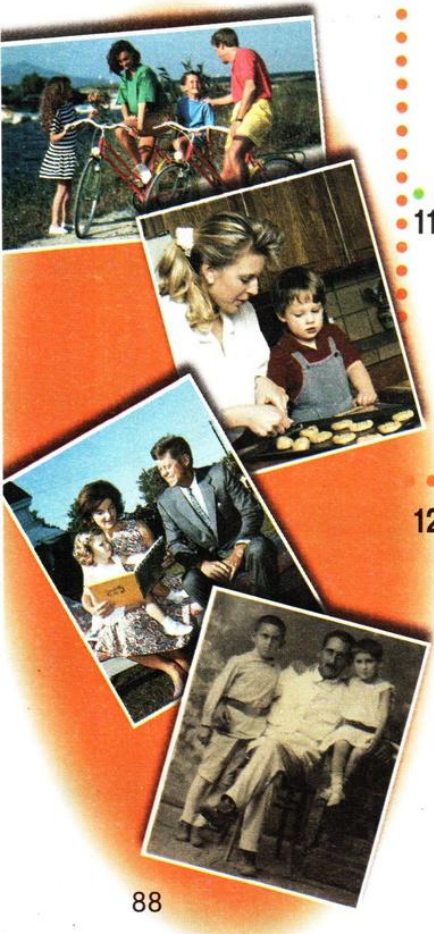
8 **Put each of the following words or phrases in its correct place in the passage below.**

• uncles • great aunt • on my father's side • established a very close relationship with • stereotypical • distant • nieces or nephews • only • keep in touch with • split up • cousins • spinster • relatives

I grew up in a (1)_____family — my parents and I. I was an (2)_____child in the family. During my early childhood I spent almost all my time with my grandmother (3) _____. She was really lovely! I'll never forget her soft hands, calm voice, and fabulous pies! But I never met my mother's father; he died before I was born. I only know that he (4) _____with his wife and lived with his sister, who was my (5)_____. She never married; she was really an old (6) _____. Sometimes I visited her; I still remember the smell of her house that was a little bit old and musty. It was very strange for me to go round the old rooms looking at the photos of some of my (7) _____. I gazed at them for hours: my (8) _____in old-fashioned suits, my (9) _____in funny caps and other (10) _____relatives. We didn't (11) _____ _____most of them. But later we (12) _____my mother's sister. We wrote letters to each other and exchanged Christmas presents. Unfortunately, I'll never have (13) _____, but I hope when I get married I'll have a close family.

9 **Explain the following idioms and proverbs and use them in situations of your own.**

1) Like father, like son.
2) A black sheep in the family.
3) A baby of the family.
4) A good father hath but a good son.
5) Mother's boy.



10 **Talk with your partner about his/her family. Use the following questions as guidelines:**

1) How close are you to the various members of your family?
2) Do you get on well with everyone in your family?
3) Do most people get on with their in-laws?
4) Which members of your family do you have a particularly close relationship with?
5) Which of your relations do you often/seldom see? Which of them have you never seen?
6) How do you keep in touch with your relatives?
7) Does your family get together on holidays?
8) Who do you miss most when you go away from your home?
9) What do you think are the advantages and disadvantages of living with your parents until you get married?
10) Who is the breadwinner in your family?
11) How many siblings do you have?
12) Are you a first-born, a middle-born, the youngest, or an only child?
13) Are there twins, triplets, or other multiple-birth children in your family?

11 **Fill in the gaps with the following words: *fathered, father, fatherly, fatherhood, fatherless, fatherliness*. Translate the sentences into Ukrainian.**

1) He gets his good looks from his _____.
2) He has five children and is greatly proud of his _____.
3) He was left _____ at the age of three.
4) He gave his son his _____ blessing and wished a good journey.
5) The little boy was grateful to him for his _____.
6) He _____ every new pupil who came to his school.

12 **Capitalize where necessary.**

Note: Capitalize the name of a family relationship (Father, Mother, Aunt) if it is used as a name. Use a small letter if you use 'my father', 'her mother', 'Susan's aunt'.

1) All his life, father has worked very hard, just like aunt Margaret and uncle Thomas.
2) My father and my mother live here, but my grandparents live with their youngest daughter in another city.
3) My father is related to the prime minister in my home country.
4) Maria's cousin Elizabeth is a captain in the military.
5) My aunt and uncle are both doctors.
6) Ann and Mary are cousins. Their mothers are sisters.
7) I don't want to come back home late as mother gets nervous and father can't fall asleep.

13 **A. Read the poem. Try your hand and translate it into your mother tongue.**

THE TWINS

In form and feature, face and limb,
I grew so like my brother,
That folks got taking me for him,
And each for one another.
It puzzled all our kith and kin,
It reached an awful pitch,
For one of us was born a twin,
And not a soul knew which.

One day (to make the matter worse),
Before our names were fixed,
As we were being washed by Nurse,
We got completely mixed.
And thus you see, by Fate's decree
(Or rather Nurse's whim),
My brother John got christened me,
And I got christened him.

This fatal likeness even dogged
My footsteps when at school,
And I was always getting flogged —
For John turned out a fool.
I put this question hopelessly
To every one I knew —
What would you do, if you were me,
To prove that you were you?

Our close resemblance turned the tide
Of our domestic life;
For somehow my intended bride
Became my brother's wife.
In short, year after year the same
Absurd mistakes went on;
And when I died, the neighbors came
And buried brother John!

Henry S. Leigh

B. Match the words from the poem with their meanings:

1)	absurd	**a)**	an idea that comes and goes quickly
2)	dogged	**b)**	likeness, similarity
3)	domestic	**c)**	silly
4)	flogged	**d)**	point, degree
5)	kith and kin	**e)**	whipped, punished
6)	intended	**f)**	followed
7)	pitch	**g)**	promised
8)	resemblance	**h)**	friends and relatives
9)	whim	**i)**	home

C. Do you think twins really have as many problems as are described in this poem? Which problems do you think are real ones? Which ones are only meant to be funny?

III. READING

Grandparents

With Granny and Grandpa in the family home, there's no such thing as a generation gap — and the close family ties can teach children some invaluable facts of life, says Michael Rosenberg.

"Over the river and through the woods
To Grandmother's house we go..." When I was a little boy, that traditional song never meant much to me. From the time I was six, Granny and Grandpa's house was also mine. Or, more precisely, our home was theirs: and unlike most of my friends, **I had round-the-clock, seven-days-a-week grandparents as part of my daily experience.**

My grandparents came to live with us because their illnesses had made it difficult for them to live alone and my mother insisted they live with us in our spacious, four-bedroom house.

Before they came to live with us, I had looked forward to my frequent trips to my grandparents', where special surprises and small treasures were always waiting. In their home I discovered the wonders of tropical fish, how to bake Granny's cookies, **and the secrets of my grandmother's Victorian sideboard — with drawers that begged to be explored.**

Although I was an only child, already spoiled and petted by my very devoted parents, even at that age I knew there was no substitute for grandparental love. My mother knew it was her responsibility to train and raise me "correctly" and it occasionally meant being firm, while **my grandparents often served as the court of higher appeal** when childish mischief got me into trouble.

My grandparents also had a lot of time for me and, as an only child, I knew they would be there as company when I came home from school. **My grandmother tolerated my combing her lovely, thick hair, a ritual that I shamelessly abused day after day.** And after I had fetched my grandfather his daily cigar, he then had to put up with me climbing up onto his bed to tell him every detail of what had happened during my day. **Both my grandparents were faithful audiences for**

14 **Before reading answer the following questions:**

1) Do your grandparents live with you?
2) How often do you see your grandparents?
3) What do you think are the advantages and disadvantages of living with or without grandparents?

15 **Comprehension check:**

1) Explain in your own words the highlighted sentences and phrases.
2) Identify the main points in the text and summarise them.

recitations of my spelling and maths homework, as well as the earliest critics of my writing efforts.

I managed to learn quite a bit from my grandparents. From my grandmother, I gained the confidence to tidy my room under her watchful and helpful eye, while my grandfather's natural reserve taught me to be a sympathetic and silent listener.

But more important was what living with us undoubtedly gave to them. My father frequently consulted my grandfather on business investments, while my mother depended upon my grandmother's organizational and cooking skills whenever she planned a large party. It never occurred to me that we were caring for my grandparents or doing them a favour by letting them live with us. I took it for granted that my grandparents belonged in our daily lives. They could feel they were very special to us, but **they weren't saved for occasions like birthdays or holidays.**

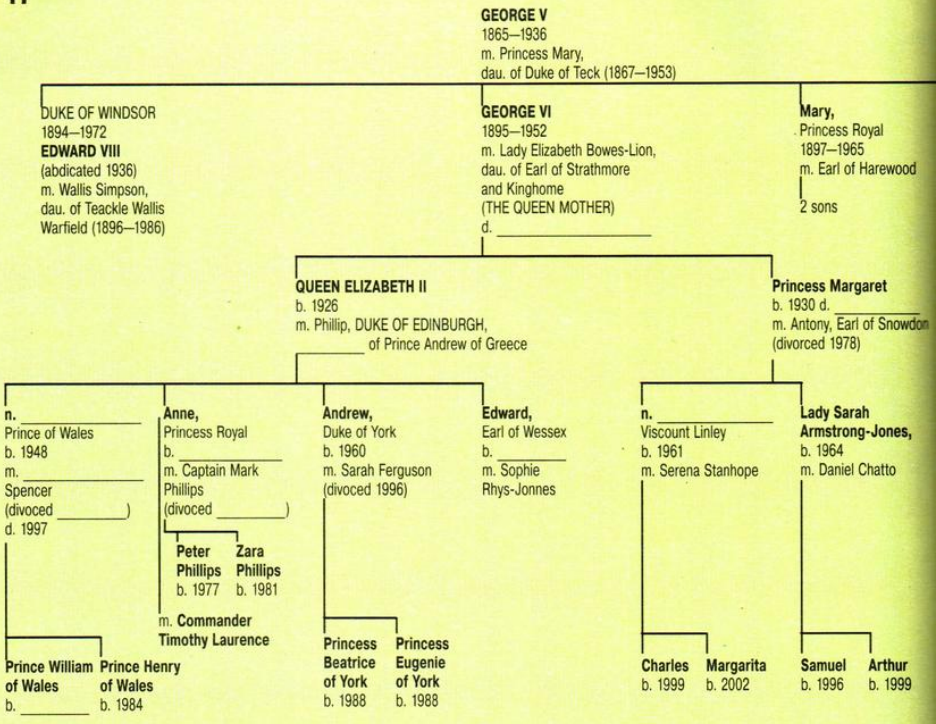
Unlike most of my school friends, I was lucky enough to share ordinary occurrences with my grandparents — whether it was the thrill of bringing home a new coat or shoes, or the sorrow when a pet turtle died. Unlike my peers, who frequently regarded their aging grandparents with pity (and whose visits were, more often than not, dutiful obligations), I accepted and loved my grandparents just as they were.

My parents were criticised by my friends' parents, who thought it wasn't a good idea to raise an impressionable young child with elderly, sick people. But I think my parents were right to do what they did, although I know that even they sometimes had doubts. I won't deny the grief I felt when my grandfather died suddenly or my distress at witnessing my grandmother's illness. **But far outweighing the final loss are all the memories of good times we shared together.**

16 **Discuss the following questions in pairs or small groups.**

1) What is a generation gap?
2) What are some invaluable facts of life that the close family ties can teach children?
3) What are the reasons for grandparents to come and live with their children?
4) Why do children often look forward to visiting their grandparents?
5) Have your grandparents ever served as the court of higher appeal?
6) Is there anything you have learnt from your grandparents? What?
7) What kind of family relations are described in the text? Are yours the same or different?
8) Would you like your grandparents to live with you or separately? Why?
9) What are your memories of good times you and your grandparents had together?

17 **Using the British Royal Family tree answer the questions given below.**



1) What relations are the following members of the family to Queen Elizabeth II? Match the name to the relationship.

George VI	grandson
George V	sister
Edward VIII	grandfather
Prince Charles	great nephew
Sophie Rhys-Jones	daughter
Princess Beatrice	niece
David Viscount Linley	father
Mary, Princess Royal	granddaughter
Prince William	daughter-in-law
Princess Margaret	son
Princess Alexandra	uncle
Philip, Duke of Edinburgh	nephew
Ann, Princess Royal	cousin
Lady Sarah Armstrong-Jones	aunt
Samuel	husband

2) How is George, Duke of Kent, related to the following people?

Princess Marina of Greece	
Princess Alexandra	
Hon Angus Ogilvy	
Richard, Duke of Gloucester	
George VI	
George V	
Queen Elizabeth II	
James	
Lady Rose Windsor	

Henry,
Duke of Gloucester
1900–1974
m. Lady Alice Montagu Douglas Scott

Richard,
Duke of Gloucester
b. 1944
m. Brigitte van Deurs

- **Alexander,** Earl of Ulster b. 1974
- **Lady Davina Windsor** b. 1977
- **Lady Rose Windsor** b. 1980

George,
Duke of Kent
1902–1942
m. Princess Marina of Greece

Edward,
Duke of Kent
b. 1935
m. Katherine Worsley

- **George,** Earl of St. Andrews b. 1962
- **Lady Helen Teylor** b. 1964
- **Lord Nicolas Windsor** b. 1970

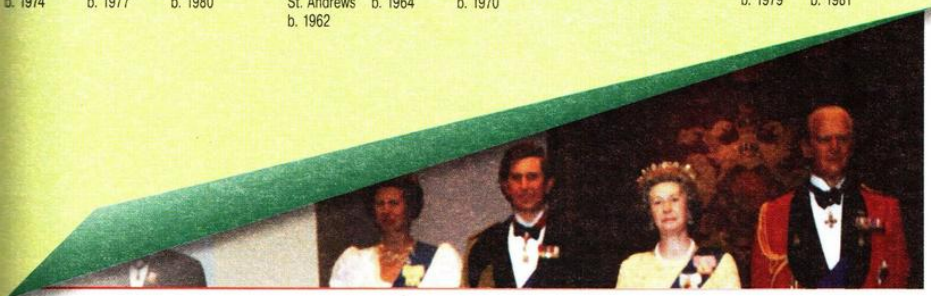
Princess Alexandra,
b. 1936
m. Hon Angus Ogilvy

- **James** b. 1964
- **Marina** b. 1966

Prince John
1905–1919

Prince Michael
b. 1942
m. Baroness Marie-Christine von Reibnitz

- **Lord Frederick Windsor** b. 1979
- **Lady Gabriella Windsor** b. 1981



3) How is Captain Mark Phillip related to Ann, Princess Royal? _____
4) How is Prince Henry related to George V? _____
5) How is George V related to Prince William? _____
6) How is Lord Nicolas Windsor related to Prince Charles? _____
7) Which members of the Royal family have 10 great-grandchildren? _____
8) Which member of the Royal family was a widow? _____
9) How many cousins does Queen Elizabeth II have? _____
10) Whose sister has 3 nephews, 1 niece, 3 great nephews and 3 great nieces? _____
11) How many daughters-in-law does the present Queen have? _____

IV. LISTENING

18 **Listen to the text about British Royal Family and complete the family tree.**

19 **Describe your own family tree. What interesting facts about your ancestors would you like to share with your groupmates?**

V. READING

20 **Before reading answer the following questions:**

a) What kind of family is considered to be an ideal type?
b) What are the main factors that contribute to a successful marriage?

21 **Read the interview with an actress and choose from sentences A–F one for each gap (1–6).**

a) "All marriages have their dark and light periods.
b) "My weekends are totally devoted to David and the children," she said.
c) "David has raised Ted and Eva since they were four and two years old.
d) "Working in the same business has been good for our marriage," Meredith said.
e) "One of the great things about Meredith is her ability to live in the minute, as it happens.
f) Meredith has arranged her weekly schedule to accommodate the needs of her entire family — with the help of a housekeeper and a nanny for the twins.

22 **Comprehension check**

A) What do these numbers in the text refer to? 7:30; 18; 170; 5:45; 54; 16; 1974; 12.

B) Are the following statements true or false? Correct the false ones.

a) Meredith has been married three times. ☐
b) She met David when she began starring in the TV series. ☐
c) Ted and Eva are David's stepchildren. ☐
d) Meredith doesn't have any special preferences in food. ☐
e) They spend much time on social parties with their colleagues. ☐
f) Meredith spends all her weekends with her family. ☐
g) She appreciates David's care and help very much. ☐
h) Meredith thinks it's easy to have a good family. ☐

Meredith Baxter Birney "my real family ties"

In her television role and her personal life she is a devoted wife and mother. But, she says, there is no similarity between the two. One is fiction, the other is very real.

Blonde and blue-eyed Meredith Baxter Birney, 37, may be the most family-oriented actress on television. At work she is Elyse Keaton in Family Ties, at home she is the wife of actor David Birney. In both her worlds she is the mother of infants as well as grown children, and the wife of an affectionate, strong-willed husband. At 170 centimetres, 54 kilograms, Meredith is thinner than she was before becoming pregnant with the twins two years ago. She is a strict vegetarian who runs eight or nine kilometres before breakfast six days a week. She finds her real-life family ties to two children from her first marriage (Ted, 18; Eva, 16), to David's daughter Kate, 11, and their twins, Mollie and Peter (aged 2) are more complex, exciting, and challenging than her TV roles.

She was a teenage wife and mother, a divorcee, who married David Birney after they co-starred in the Bridget Loves Bernie TV series 12 years ago. Her children by her first marriage, Ted and Eva, were brought up in the Santa Monica home Meredith and David bought shortly after they were married in 1974. 1. _____ I know about being raised by a stepfather — it's a damned hard thing to do. The stepparent has to say, 'I'm going to raise these children with the same commitment and passion as I would my own blood children'." Today Meredith gives high marks to her husband as father and stepparent. "There's no question, David is the dad," she said, acknowledging that Ted and Eva's biological father does see the children from time to time.

"When you're raising kids you need a sense of humour because you have to laugh at yourself and your children to be able to get through the day. Personally, I think we have the best possible family," Meredith said. "Our children are fine and I love the closeness they feel for us and for each other. I'm overwhelmed by the love I have for them and the act of mothering.

2. _____ She doesn't carry around high anxieties about the future. A major family crisis was Eva's broken back. Meredith was a primary mover in uniting our family," thinks David.

3. _____ Marriages last because of memories, friendship, occasional passion, growing pains, and the courage with which you deal with them. Any lasting marriage acquires a past that makes it worthwhile. No one has the secret to a good marriage. Every day is a new challenge. You do the best you can. Anyone who makes a marriage work should be commended. It's a hard job that takes commitment and work from the people involved. But what else is going to reward you as much?

4. _____ She is up every morning at 5:45 and runs for an hour between 6 and 7 a.m. Then she spends at least half an hour over toast and coffee with Kate, chatting and brushing her daughter's hair for school. At 7:30 she prepares the twins' breakfast, wakes them, and plays with them in their room, changes them and brings them down for breakfast. "I spend close to an hour with Mollie and Peter before Donna, their nanny, takes over. I usually don't see David before I leave. He's not a morning person."

5. _____ "We like to go to the beach, and in winter we take skiing holidays. Marriage is about being together," Meredith said. "We are a close-knit family, and neither of us is involved much in Hollywood parties or industry events. Separations are difficult for me. I don't like being apart from my husband and my children."

And on holidays and family celebrations the Birney house is a thoroughly domestic scene — it is filled with relatives, including Meredith's brothers and sisters.

6. _____ "David knows and understands the pressures of our work. We also understand that show-business careers have their ups and downs. Sometimes one career in a family like ours is going strong while the other isn't. Once I went for a whole year without a job. David was supportive. So our marriage helps us to succeed in the career and our work consolidates our family."

23 **Match the English and Ukrainian equivalents.**

1) a devoted wife and mother	**a)** службові заходи
2) family-oriented	**b)** згідно з потребами всієї родини
3) infants	**c)** сімейні узи
4) to be overwhelmed by the love	**d)** немовлята
5) a primary mover in uniting our family	**e)** сімейна криза
6) lasting marriage	**f)** головна рушійна сила, що об'єднує родину
7) to commend	**g)** міцний шлюб
8) to take commitment	**h)** хвалити
9) to accommodate the needs of an entire family	**i)** вимагати віддачі
10) to be apart from	**j)** цінуючий сім'ю
11) a thoroughly domestic scene	**k)** бути далеко від
12) ups and downs	**l)** цілковито домашня обстановка
13) industry events	**m)** злети і падіння
14) separations	**n)** ніжна дружина і мати
15) a divorcee	**o)** розлуки
16) family ties	**p)** розлучена людина
17) family crisis	**q)** переповнюватися коханням

24 Complete the interview with Meredith Baxter Birney (MBB).

a) Interviewer (I): _____ ?

MBB: I have two children from my first marriage, Ted and Eva, and infant twins Molly and Peter, besides, Kate, David's daughter lives with us.

b) I: _____ ?

MBB: David has raised Ted and Eva since they were four and two years old.

c) I: _____ ?

MBB: When you're raising kids you need a sense of humour because you have to laugh at yourself and your children to be able to get through the day.

d) I: _____ ?

MBB: I am up every morning at 5:45 and run for an hour between 6 and 7 a.m.

e) I: _____ ?

MBB: Marriages last because of memories, friendship, occasional passion, growing pains, and the courage with which you deal with them. Any lasting marriage acquires a past that makes it worthwhile.

f) I: _____ ?

MBB: I have arranged my weekly schedule to accommodate the needs of my entire family — with the help of a housekeeper and a nanny for the twins.

g) I: _____ ?

MBB: My weekends are totally devoted to David and the children. We like to go to the beach, and in winter we take skiing holidays.

h) I: _____ ?

MBB: Working in the same business has been good for our marriage. David knows and understands the pressures of our work.

25 Answer the following questions about Meredith.

1) What is similar in Meredith's TV role and her personal life?
2) Why does she think her role and her real life different?
3) How does she find David's paternal (fatherly) feelings to their children?
4) Why does she think their family is the best one?
5) How did Meredith help to handle the family crisis?
6) Why should people who make a marriage work be commended?
7) What is her attitude to separations from her family?
8) What happens in the Birney house on holidays and family celebrations?
9) Why does Meredith appreciate David's support so highly?
10) Do you always agree with her opinions on the main values of family life?

VI. LISTENING

26 **Pre-listening questions:**

a) What do you think is the average family in Ukraine like?
b) Is the size of the average family in Ukraine growing or getting smaller? Do you know why?

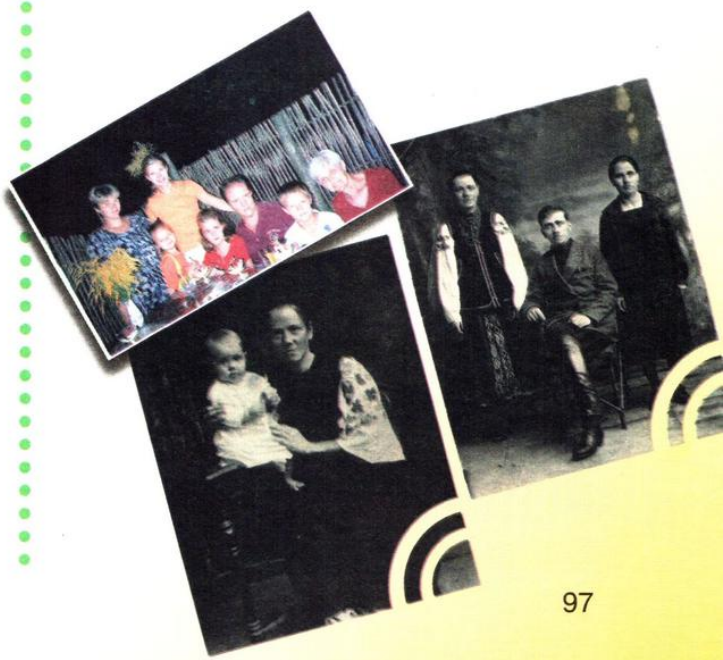
27 **Listen to the text "The Modern Ukrainian Family: What Does It Look Like?" and decide whether the following statements are true or false.**

1) The introduction of market conditions and the lack of social guarantees make young people get married at an earlier age. ☐
2) More and more women have children at about 30 because they are interested in getting education and making career. ☐
3) Both the number of marriages and the number of divorces have decreased during the last decade. ☐
4) The majority of young Ukrainian families earn enough money to support themselves. ☐
5) Young Ukrainian mothers and fathers have more knowledge of how to bring up their children. ☐
6) More and more children are raised in one-parent families. ☐
7) The radical changes in the Ukrainian families are different from the world's family planning tendencies. ☐

28 **Listen to the text again and fill in the gaps with numerals:**

According to the State Statistics Committee of Ukraine, the number of marriages registered in the country has decreased sharply over the past fifteen years (from _____ in _____ to _____ in _____). It is interesting to note that despite the decrease in the number of marriages, the number of divorces has remained relatively stable. For example, while in_____ there were _____ official divorces, in_____ they totalled _____. The saddest thing about divorces in Ukraine is, perhaps, that _____ of them affect families with underage children.

_____ of young Ukrainian families report the worsening of their financial situation; and _____ have to rely on financial support from their parents. Only _____ answered that they earn a sufficient income to maintain their families. Due to the lack of funds, _____ of young Ukrainian families cannot buy or rent apartments and have to live either in youth hostels or share housing with either spouse's parents. Almost _____ of young Ukrainian families have no children; _____ have one child; and only _____ raise _____ children.



VII. REVISION TRANSLATION

29 **Translate into English.**

1) Наша родина досить велика — дев'ять чоловік. Добре, що в нас великий дім і всім вистачає місця. Отже, наша родина складається з мого батька, матері і дідуся з батьківського боку. Крім того, з нами живе родина мого старшого брата. Мій брат одружений, і в них двоє дітей — двійнят, тобто в мене є племінник і племінниця. Взагалі, у мене дуже багато інших родичів: тітки, дядьки, їхні діти. Якось я підрахувала, що в мене 15 двоюрідних сестер і братів, тому що мій дідусь з боку батька був двічі одружений, і моя бабуся з маминого боку також двічі виходила заміж.
2) Моя молодша сестра вийшла заміж і живе тепер з батьками свого чоловіка. Її свекор і свекруха — літні люди і потребують піклування. До того ж, вона часто спілкується зі своєю зовицею, вони однолітки і мають багато спільного. Решта родичів майже всі живуть в інших містах і рідко відвідують їх.
3) Моя подруга Бренда з дуже дружної і згуртованої родини. Вони по-справжньому дбають одне про одного і проводять час разом. Мені приємно бачити, що справжні сімейні узи існують. Мені пощастило менше: я з невеликої родини, в якій є лише мої батьки та я. Я б хотіла, щоб у мене були рідні брати чи сестри, а так у мене є лише двоюрідні і троюрідні брати і сестри.
4) Білл був сиротою, у нього були лише два близьких родичі — тітка та дядько. Вони були бездітною парою і стали йому названими батьками. Крім того, він часто спілкувався зі своєю двоюрідною бабкою, вона була доброю музикантою і водила його по концертах.
5) Середньостатистична британська родина складається з чоловіка, дружини і двох дітей. Бабусі і дідусі, як правило, живуть окремо. Діти виховуються вдома або їх відправляють до дитячого садка, якщо обоє батьків працюють. Щоправда, в наш час склад родини змінюється — все більше сімей мають лише одну дитину, дуже багато дітей виховується в сім'ях з одним з батьків.
6) Мій батько досить старий, йому 71. Мама на 15 років молодша. Це їх другий шлюб. У мене є два брати, які набагато старші за мене. Хоча один з них зведений брат, у нас з ним склались добрі стосунки, ми часто спілкуємось, дзвонимо один одному і ходимо один до одного в гості. Другий брат — рідний, але ми майже не підтримуємо з ним стосунків, бо він живе і працює за кордоном.
7) Давид дуже пишається своїм родоводом. Він походить зі старовинного заможного роду. Всі його предки були знатними людьми. Наприклад, його прадід був герцогом, а одна прабабка — графинею. Коли до нього приходять гості, він завжди показує їм своє генеалогічне дерево, яке він склав сам за різними архівами і хроніками.
8) Я хочу показати тобі наш сімейний альбом — він зберігає всю історію нашої численної родини. Ось фотографії мого прадіда і моєї прабабки з маминого боку. Вони тут такі молоді! Прадіда і прабабку з батьківського боку я пам'ятаю досить невиразно, бо вони померли, коли я була зовсім маленькою. Я люблю розглядати ці старі фотографії, щоб відчути інший час і життя інших поколінь. А ось фотографії моїх двоюрідних братів — Ніка та Алека. Вони близнята, і їх складно розрізнити, навіть зараз, коли їм 35. А ось мої дядько та тітка — рідна сестра мого батька і її чоловік. А це їхні онуки, діти Ніка. Коли ми збираємося всі разом на свята чи дні народження, в нас дуже весело.

VIII. WRITING

30 A) Make a list of advantages and disadvantages of being an only child.
B) Write a paragraph to develop one of the points in your list.

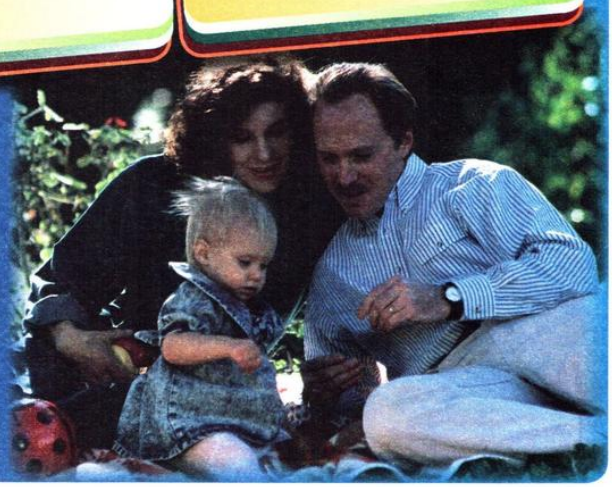
Advantages

Disadvantages

31 You are participating in an exchange student programme between Ukraine and the USA. One of the requirements of the programme is to write a letter on any of the following topics:

A) Describe the relative you were especially close to when you were growing up.

B) Describe how your siblings are similar or different from you.



Unit 7

WEDDING BELLS HERE AND THERE

I. LEAD-IN

1 **Read and discuss.**

WHAT IS LOVE FOR YOU?

LOVE IS DESCRIBED IN DIFFERENT WAYS

- For Robert Burns, love is "like a red, red rose that's newly sprung in June" and "like the melodie that's sweetly play'd in tune".
- For Emily Dickinson, "love is mutual risk, — some found it mutual gain".
- For Drop N. Harmony, love is "the flame that sets my soul on fire".
- For Theodor Reik "love is an attempt to change a piece of a dream world into reality".
- For Oliver Wendell Holmes, "love is the master key that opens the gates of happiness".

II. VOCABULARY

ROMANCE AND DATING

- to have a steady boyfriend/ girlfriend
- to date
- to be out on a date with
- to have a date
- to go on dates with
- to kiss
- to go out with = to be a couple
- to ask smb. out (on a date)
- to fall in love with
- to be (deeply, madly, hopelessly) in love with
- to worship
- to return one's love
- to cuddle = to embrace
- to flirt
- to fall out of love with
- to drift apart
- to break off relationship with
- to split up with
- an ex-boyfriend, an ex-girlfriend
- a young couple
- a date
- a blind date
- a love letter
- a dating agency
- deep, eternal, mutual love
- love at first sight
- a heartbreaker
- a flirt

2 **Study the words and word combinations above. Use the dictionary if necessary.**

3 **Find synonyms from the words in the box above:**

1) to hug
2) a boyfriend/ a girlfriend
3) to see smb
4) to break up with
5) to be head over ears in love with
6) romance
7) to cease to love
8) to idolize
9) a romantic meeting
10) a marriage bureau

4 **A) Using the verbs FIND, WIN, GIVE, BREAK, OPEN and the noun HEART make up synonymous phrases to those given below:**

1) to discover the right route to a person you love;
2) to make smb feel very unhappy;
3) give your love to;
4) to tell smb your feelings;
5) make smb fall in love with you

B) Fill in the gaps in the sentences with one of the verbs, which collocate with the word HEART from exercise 4 a):

1) Do you agree with the well-known saying that you can _____ the best way to a man's heart through his stomach?
2) Romeo and Juliet _____ their hearts to each other despite their families' enmity.
3) It wasn't easy for the young man to _____ the stubborn girl's heart but in the end he made her love him for his courage and honesty.
4) The news of her fiancé's death _____ the girl's heart and she went to a monastery.
5) The girl was ashamed that she _____ her heart to the man who turned to be unworthy of her love.

C) Make sentences using the collocations with the word HEART given above connecting them with literary or historical personalities.

5 **Using these structures build up at least five collocations:**

1) Love + NOUN: a love letter
2) ADJECTIVE + love: deep love
3) VERB + love: to express love
4) Romantic + NOUN: romantic date
5) VERB + romantic: to sound romantic

6 **Give the English equivalents to the following Ukrainian phrases. More than one variant may be possible.**

1) Розбити чиєсь серце
2) Ходити на побачення, зустрічатися
3) Закохатися у кого-небудь
4) Охолонути до кого-небудь
5) Закохатися до нестями у кого-небудь
6) Розстатися
7) Знайти шлях до чийогось серця
8) Мати постійного друга/подругу
9) Бюро знайомств
10) Взаємне кохання
11) Кохання з першого погляду
12) Любовний лист
13) Боготворити кого-небудь

7 **A) Put each of the following words or phrases in the correct place in the passage below.**

•to go out •romantic feelings •present her with any flowers or sweets •steady boyfriend •pinch ... off •drifted apart •love story •dating agencies •to find the way to his heart •broke off •fell in love with

Tina was a 19-year-old girl when she met David last year and (1)_____ him at once. They began (2)_____. After they had been dating for some time Tina lost her head to him. She couldn't imagine her life without him. Though her close friends couldn't understand what she saw in him. He was unlikely to be her (3)_____. While they were dating he didn't (4)_____. He seldom called her and when she insisted on an explanation he usually replied that he had been very busy. It was obvious that there were no (5)_____ on his side. Tina was so devoted to David and tried hard (6)_____. No wonder that she struggled with jealousy thinking that someone could (7) _____ him _____. Little by little Tina and David (8)_____, and finally their relationship (9)_____. Tina was in despair, she addressed to many (10)_____ to find someone who could replace David and inspire her lonely heart. But everything was in vain. This was a sad (11)_____. Can you tell a happy one?

B) Using the vocabulary from exercises 3, 4, 6 and 7 write a happy-end love story.

8 **Discuss the following questions with your groupmate(s).**

1) Do you believe in true love? What is it like in your opinion?
2) Do you believe in love at first sight? Can you give a live example?
3) Do you know any people who had unrequited love? Speak about them.
4) Where do young couples usually go out on dates?
5) Is it common practice with young people to address to dating agencies to find a steady boy/girlfriend? Do you know anyone who has done it successfully?
6) How do people try to find the way to the heart of the person who they are in love with?
7) What happens when people fall out of love with each other?
8) Do you believe in a blind date? What is your attitude to it?
9) Have you ever told anybody about your love? How did you feel about it?
10) Have you ever written a love letter to your boyfriends/girlfriends? Is it common practice with young people nowadays?
11) Why do you think love letters were so often used in the past? Give examples of literary characters or historical personalities.
12) What romantic things are associated with love?

III. READING

9 **Before reading discuss the following questions with your groupmates.**

1) Did you fall in love with anyone when you were at school? When was it?
2) How did you show your affection?
3) How do boys tease girls at school? And how do girls show their feelings?

10 **Read the passages and arrange them in the logical order to make up a story.**

Sarah

A) She sat next to me on the first day of a new schoolyear, a girl I'd seen before, but really never saw. My open-wide eyes were fixed on her. She turned to me with a look of absolute calm, **already a heartbreaker**. "What are you staring at?" she said. And said again. It took a while for the echo to reach me, and took me longer still **to come up with some lame reply**. (1)

B) But this was different — like some other me seeing other her for the first time. And the sight wasn't the only sense aroused. Going out my way brush up against her at every opportunity — even if one didn't present itself. It made me dizzy. At nights I **tossed and turned**, longing for the moment I got to school so I could tug on her pigtails, make faces, scribble on her homework. Anything to show her how much I cared. Which is what, as months rolled on, I began to sense, but wasn't ready or able to acknowledge. I'm sure everybody else in our class knew, but nobody wanted to say. Except Sarah. (___)

C) Then she skipped away and I heard only giggles around me. Trying to deny the truth was out of the question. I couldn't speak. I just stood there **as the air rushed out of me**. I felt I was falling, though I was frozen in place. I turned beet-red. **Time stood still**. And when I caught my breath, nothing was ever the same. (_____)

11 **Comprehension Check**

A) **Answer the following questions.**

1) Was the feeling described in the story love at first sight?
2) Make a list of ways the boy used to attract the girl's attention.
3) What happened in the playground?
4) What did he feel when he heard the girl's words?
5) Was the girl in love with him? Why do you think her eyes were icy-blue?

B) **Explain in your own words the highlighted sentences and phrases. Use a dictionary if necessary.**

12 **Find in the text the expressions describing the feelings and actions of the boy who has fallen in love with the girl.**

+John

D) We were outside at lunchtime. Pressed by my friends, I was laughing at her trying to make her angry. Suddenly Sarah turned round quickly to me, hands on hips, lips in a pout. What happened next happened in seconds, not the lifetime it seemed. And there would be much to remember when it was replayed over and over from different angles with an occasional "what if" thrown in. But it unfolded the way a car crash sometimes does, in slow motion — even at the moment of impact. You see it coming, but there's not a thing you can do about it. The playground grew silent as Sarah slowly mouthed her words: "My mother said the only time a boy teases a girl is when he really likes her." (_____)

E) "N-n-nothing," I stammered, and quickly turned away before her icy-blue eyes turned me to stone. She was Sarah. Her name, **rolled around on the tongue**, whispered over and over again, seemed less a name than a prayer. Why was it my heart skipped each time Sarah came near? And what was it made me seek her out? This strange feeling had all the menacing symptoms of the flu — light-headedness, chills, and loss of appetite. **Butterflies fluttered wildly in my stomach**. That Sarah was having an effect on me, now, was completely baffling. After all, we were practically neighbours and had been in other classes together. For years, ignoring her had been easy. (_____)

(by John Gaccione, 1990)

13 **Read the poem and compare the emotions described with those in the text above.**

First Love

I never was struck before that hour
With love so sudden and so sweet.
Her face, it bloomed like a sweet flower
And stole my heart away complete.

My face turned pale, a deadly pale.
My legs refused to walk away,
And when she looked what could I ail
My life and all seemed turned to clay.

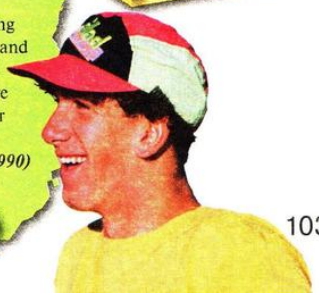
And then my blood rushed to my face
And took my eyesight quite away.
The trees and bushes round the place
Seemed midnight at noonday.

I could not see a single thing,
Words from my eyes did start.
They spoke as chords do from the string,
And blood burnt round my heart.

Are flowers the winter's choice
Is love's bed always snow
She seemed to hear my silent voice
Not love appeals to know.

I never saw so sweet a face
As that I stood before.
My heart has left its dwelling place
And can return no more.

(John Clare)



IV. SPEAKING

14 **Comment on the following proverbs and sayings. Give the Ukrainian equivalents to them. Think of the situations which can be illustrated by these proverbs and sayings.**

1) Love conquers all.
2) Love is blind.
3) All is fair in love and war.
4) Love in a cottage.
5) Love is never without jealousy.
6) Love is the mother of love.

15 **Discussion. Do you agree with the quotations below? Give your reasons and examples to illustrate your point of view.**

1) "The love that lasts longest is the love that is never returned." (S. Maugham)
2) "Love can be understood only 'from the inside', as a language can be understood only by someone who speaks it, as a world can be understood only by someone who lives in it." (Robert C Solomon)
3) "In the arithmetic of love, one plus one equals everything, and two minus one equals nothing." (Mignon McLaughlin)
4) "There is more hunger for love and appreciation in this world than for bread" (Mother Teresa)
5) "You can come to love not by finding the perfect person, but by seeking an imperfect person perfectly." (Henry Ward Beecher)
6) "We can only learn to love by loving" (Iris Murdoch)
7) "Love grows by giving. The love we give away is the only love we keep. The only way to retain love is to give it away." (Elbert Hubbard)
8) "Love does not consist in gazing at each other but in looking together in the same direction." (Antoine de Saint-Exupery)
9) "Love works miracles every day: such as weakening the strong, and stretching the weak; making fools of the wise, and wise men of fools; favouring the passions, destroying reason, and in a word, turning everything topsy-turvy." (Marguerite De Valois)

V. VOCABULARY

WEDDING

- a bride
- a bride-to-be/ fiancée
- a bridegroom/ groom
- a groom-to-be/ fiancé
- a bridal couple = newlyweds
- a veil
- an arranged marriage
- a matchmaker
- matchmaking
- a bridesmaid
- an engagement ring
- a love-match
- a toast maker
- a clergyman
- a Marriage Certificate
- a marriage of convenience
- a white wedding
- a bachelor/ spinster
- a widow/ widower
- a dowry
- an engagement
- a guest list
- a stag/ hen party
- a morning suit
- a best man
- a page
- a train
- a registry office
- a wedding chapel
- a reception
- a celebrant
- an announcement
- a wedding gown
- a tuxedo (*AE*)
- to drink (a toast) to
- to ask smb to be one's wife
- to marry (into) money
- to marry late/ early
- to make, accept, turn down a proposal
- to leave for a honeymoon
- to exchange marriage vows
- to get engaged
- to walk up the aisle
- to bless
- to break off an engagement
- to sign the register
- to send out invitations

16 **Fill in the gaps with the verb phrases in the appropriate form. The same phrase may be used more than once.**

•marry •marry off •get married •be married to •marry into •marry above/beneath

1) What luck! She _____ money.
2) Many parents want their daughters _____ a good family.
3) In former times, if a gentleman _____ him, he would lose his share of the family fortune.
4) The actress _____ her when a lord fell in love with her after seeing her performance at the theatre.
5) She _____ an Italian.
6) They _____ next month.
7) She _____ her daughter _____ to a diplomat.
8) He _____ happily _____ his former classmate.

17 **Find synonyms from the words in the box on p. 104:**

1) a bride and a groom
2) a future bride
3) to propose to
4) a wedding dress
5) to call off an engagement
6) a wedding in a church
7) a marriage agreed for some advantage rather than for love
8) a morning suit

18 **Study the vocabulary in the box on p. 104 and find the words and phrases referring to the following categories:**

1) participants of a wedding ceremony
2) wedding clothes
3) reception
4) engagement
5) wedding ceremony procedure

19 **Using these structures build up as many collocations as you can:**

1) Wedding + NOUN: e.g. wedding customs;
2) VERB + wedding: come to a wedding;
3) ADJECTIVE + marriage: e.g. happy marriage;
4) marriage + VERB: e.g. marriage lasted.

20 **A) Can you guess the names of wedding anniversaries? Choose the necessary adjective for each of the following:**

•china •wood •tin •silver •diamond •coral •ruby •sapphire •crystal •gold •emerald •pearl

1) The 1st year anniversary is called a paper wedding anniversary.
2) The 5th year anniversary is called a _____ wedding anniversary.
3) The 10th year anniversary is called a _____ wedding anniversary.
4) The 15th year anniversary is called a _____ wedding anniversary.
5) The 20th year anniversary is called a _____ wedding anniversary.
6) The 25th year anniversary is called a _____ wedding anniversary.
7) The 30th year anniversary is called a _____ wedding anniversary.
8) The 35th year anniversary is called a _____ wedding anniversary.
9) The 40th year anniversary is called a _____ wedding anniversary.
10) The 45th year anniversary is called a _____ wedding anniversary.
11) The 50th year anniversary is called a _____ wedding anniversary.
12) The 55th year anniversary is called a _____ wedding anniversary.
13) The 60th year anniversary is called a _____ wedding anniversary.

B) Give your explanations for each wedding anniversary name. If you don't know why it is called so, think of your own explanation.

e.g. I think the 25th anniversary is called silver because spouses usually have silver grey hair at that age.

21 **In each of the following groups of words, there is one that does not fit. Work in pairs to choose the "odd one out" and say why it doesn't belong there.**

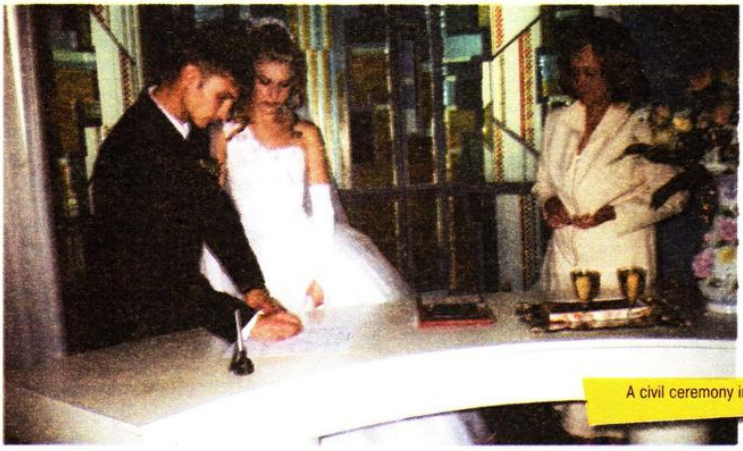
1) tuxedo, bouquet, veil, gown, morning coat
2) bridegroom, bridesmaids, pages, best man, fiancée
3) honeymoon, matchmaking, engagement, proposal
4) verger, Marriage Certificate, registry office, civil ceremony
5) clergyman, priest, aisle, bachelor, congregation
6) newly-weds, bridal couple, husband, wife, dowry

VI. SPEAKING

22 **Describe the wedding ceremonies in the pictures using the vocabulary. Tell your partner which type of wedding (church wedding or civil wedding) you prefer and why.**

23 **Think of the questions to interview one of the guests about the wedding he/ she attended. Conduct the interview with your partner.**

A religious ceremony with a priest in the church



A civil ceremony in a registry office

VII. WRITING

24 A) **Write one of the paragraphs in a chronological order.**
Paragraph 1: How the Bride Prepares for the Wedding
Paragraph 2: The Wedding Celebration

To show chronological order, choose from the following list:

•after •as soon as •as •at first •at last •after that •at the same time •before •during •earlier •finally •first of all •first •second •formerly •gradually •in the beginning/ end •in the meantime •later •last •meanwhile •next •now then •soon •until •when •while •the first step... •in the second step... etc.

B) **Write a description of one of the photos (p. 106). To indicate place or position, choose from the following list:**

•above •across from •around •before •below •beside •beyond •here •in the distance •nearby •on my left •on my right •opposite to •there •to the left •to the right •against •alongside •among •at •behind •beneath •between •down •facing •in a corner •at the back of •in front of •in the middle •inside •near •next to •on •outside •over •throughout •to the side of •toward •under etc.

VIII. SPEAKING

25 **How do you understand these proverbs and sayings? If you can, give the Ukrainian equivalents to them. Do you agree with all of them? Prove your point of view.**

1) Marry in haste and repent at leisure.
2) Marriage goes by contrasts.
3) Marriage is a lottery.
4) Marriage makes or mars a man.
5) Marriages are made in heaven.
6) A good husband makes a good wife.

26 **Discuss the following questions.**

1) What is the best age to get married?
2) What is your attitude to arranged marriages?
3) What are the main factors that contribute to a successful marriage?

IX. LISTENING AND SPEAKING

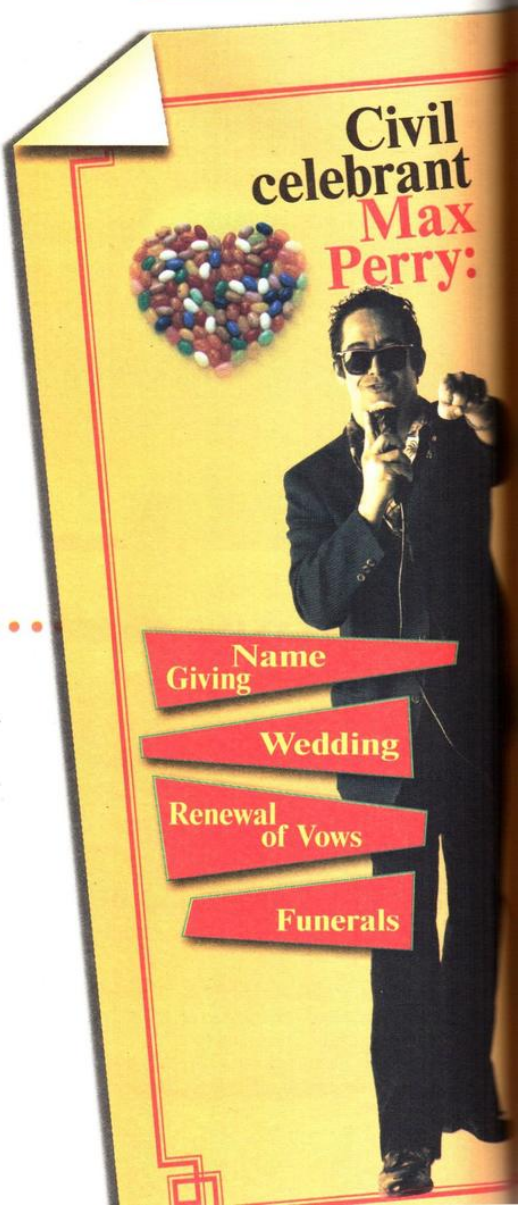
27 **You will hear Sheryl Mungall, a civil marriage celebrant from New Zealand, telling about her profession and giving some advice based on her own experience. Decide whether the following statements are true or false.**

1) Marriage celebrants are appointed by the Department of Internal Affairs and can conduct weddings in any English-speaking country.
2) The celebrant's duty is to choose either the formal or informal type of a wedding.
3) Celebrants always write the scenarios of the wedding ceremony.
4) Training in Celebrant Studies is available at every university in New Zealand and Australia.
5) Sheryl doesn't conduct all the ceremonies following an established scenario.
6) In Sheryl's opinion, guests are the most important people at the wedding.
7) Sheryl advises newlyweds to have something more than a basic ceremony.

28 **Now, look at the advertisement of another Australian civil celebrant, Max Perry. Discuss the question:**

1) Taking into account Max Perry's experience and the list of services he provides, how much do you think he charges?
2) Compare Ukrainian and Australian civil marriage celebrants. These may serve as guidelines:

- requirements in qualification or training;
- services they provide before the ceremony and on the wedding day;
- ways of advertising;
- cost of services.



"Your wedding will be enjoyed and remembered..."

As a marriage celebrant of 28 years of professional wedding experience and having organized over 7,000 weddings I offer outstanding customer service.

I have married couples from over 40 different cultural backgrounds and am familiar with many customs, traditions and legal requirements.

Finalist for 1998, 1999 and 2000 Annual Bridal Industry Awards for Excellence by Customer Choice.

Member of the Association of Civil Marriage Celebrants Victoria Inc. and the Australian Federation of Civil Celebrants.

As a celebrant I:

- provide a "careful" interview in order to establish the type and style of ceremony required
- have my own resource material which includes countless options for each part of the ceremony
- provide you with a draft copy of your proposed ceremony together with consultation in person or by phone from the very first day to the wedding
- take "control of the day" in a friendly and helpful way and always greet the bride on arrival
- am always well groomed and conduct the ceremony in a dignified, professional manner
- provide expertise in relation to choice of music for your ceremony

Your wedding will be enjoyed and remembered because **your ceremony is as important to me as it is to you**, and I will make every effort to make it a "worry free day" for you both

Commonwealth Government Authorisation No. A 2816

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X. READING

29 **Before reading answer the questions.**

1) How is a marriage proposal usually made? Do you think proposals nowadays differ from those made about a hundred years ago?
2) Traditionally men propose to women. When can it happen that women propose to men?
3) Does the girl's family's opinion about her husband-to-be matter when she decides to get married?

30 **The following episode is an extract from "The Importance of Being Earnest", a well-known play by Oscar Wilde. When the main character of the play, Jack, comes to London he calls himself Ernest, because most smart Londoners find the name Jack too ordinary. Here he is making a proposal to Gwendolen, a young girl he is in love with. Read the extract and answer the questions:**

1) Do you think Jack really loves Gwendolen as much as he says? Does Gwendolen return his love?
2) Which is more important for Gwendolen — love or etiquette and traditions? Support your opinion with facts from the text.
3) What are her family ideas about marriage? Does she seem ready to submit?
4) Do you find the episode funny? If yes, why?

Extract from "The Importance of Being Earnest"

by O. Wilde

JACK. ...we must get married at once. There is no time to be lost.

GWENDOLEN. Married, Mr. Worthing?

JACK. [*Astounded.*] Well ... surely. You know that I love you, and you led me to believe, Miss Fairfax, that you were not absolutely indifferent to me.

GWENDOLEN. I adore you. But you haven't proposed to me yet. Nothing has been said at all about marriage. The subject has not even been touched on.

JACK. Well ... may I propose to you now?

GWENDOLEN. I think it would be an admirable opportunity. And to spare you any possible disappointment, Mr. Worthing, I think it only fair to tell you quite frankly beforehand that I am fully determined to accept you.

JACK. Gwendolen!

GWENDOLEN. Yes, Mr. Worthing, what have you got to say to me?

JACK. You know what I have got to say to you.

GWENDOLEN. Yes, but you don't say it.

JACK. Gwendolen, will you marry me? [*Goes on his knees.*]

GWENDOLEN. Of course I will, darling. How long you have been about it! I am afraid you have had very little experience in how to propose.

JACK. My own one, I have never loved any one in the world but you.

GWENDOLEN. Yes, but men often propose for practice. I know my brother Gerald does. All my girl-friends tell me so. What wonderfully blue eyes you have, Ernest! They are quite, quite blue. I hope you will always look at me just like that, especially when there are other people present. [*Enter LADY BRACKNELL.*]

LADY BRACKNELL. Mr. Worthing! Rise, sir, from this semi-recumbent posture. It is most indecorous.

GWENDOLEN. Mamma! [*He tries to rise; she restrains him.*] I must beg you to retire. This is no place for you. Besides, Mr. Worthing has not quite finished yet.

LADY BRACKNELL. Finished what, may I ask?

GWENDOLEN. I am engaged to Mr. Worthing, mamma. [*They rise together.*]

LADY BRACKNELL. Pardon me, you are not engaged to any one. When you do become engaged to some one, I, or your father, should his health permit him, will inform you of the fact. An engagement should come on a young girl as a surprise, pleasant or unpleasant, as the case may be. It is hardly a matter that she could be allowed to arrange for herself... And now I have a few questions to put to you, Mr. Worthing. While I am making these inquiries, you, Gwendolen, will wait for me below in the carriage.

GWENDOLEN. [*Reproachfully.*] Mamma! [*She leaves.*]

31 **Act out the episode in class.**

32 **Finish the letter that Gwendolen is writing to her friend describing the events of the previous day.**

Dear Bess,
You can't even imagine what happened to me yesterday! Do you remember the young man you met at my party last Saturday? He is a very distant relative of ours – I don't even know what our relation is, but yesterday my dear mother and I went...

XI. LISTENING

33 **Before listening discuss the following questions:**

1) Do you remember any advertisement of a bridal salon on television or in the newspapers that you particularly liked? Why did you like it? Why not?
2) Have you ever been to a bridal salon? What were your impressions?
3) If you were to be married soon where would you go looking for a perfect wedding dress?
4) If you are already married, share your experience, please. Did you have a white wedding? If so, where did you get your wedding dress: in a bridal salon or elsewhere?

34 **Now listen to the first part of the interview with Vlada Suslova, the managing director of "Afrodita", one of the bridal salons in Kharkiv. Decide whether the following statements are true or false.**

1) Vlada's family has been in bridal fashion business for over 20 years.
2) Vlada started to run the salon right after she had obtained her university degree.
3) Expectations and demands of today's brides-to-be are not different from the expectations young ladies had ten years ago.
4) Today young girls are spoilt, fussy and capricious which makes it almost impossible to fulfill their wishes.
5) Bridal fashion market in Kharkiv hasn't changed much since Vlada's family started their business.
6) Independent dressmakers compete with bridal salons.
7) Buying a dress off the rack or ordering one from a catalogue are not the only options one can be offered in a bridal salon.

35 **Now listen to the second part of the interview. Put these steps in the correct order according to the text:**

a) go through bridal magazines
b) determine your budget
c) try on several dresses
d) cut out the pictures from bridal magazines and make a file of the dresses you like
e) visit bridal salons
f) make your order

36 **Here are the answers to some questions from the first part of the interview. What are the questions?**

1) 14 years ago.
2) A couple of stalls rented in the market.
3) Because it turned out to be profitable.
4) A small bridal salon in downtown Kharkiv.
5) A university degree in Law.
6) For a perfect wedding dress.
7) They have become more sophisticated.
8) Other bridal salons and independent dressmakers.
9) You can either buy a dress off the rack, borrow one or have your gown made or ordered from a catalogue.

37 **Using the information above and the linking words (first of all/ then/ after that/ once you have... / finally), describe what Vlada thinks is the right way to look for the dress of your dreams.**

38 **Think of the services an average bridal salon offers, and make a radio advertisement for one.**

XII. READING

39 **Before reading match the words in Column A with the correct meanings in Column B.**

Column A	Column B
1) to pledge	a) someone who is in charge of official records
2) a registrar	b) a group of people gathered together in a church
3) congregation	c) to make a formal, public promise
4) a vicar	d) a long passage between rows of seats in a church, airplane etc.
5) a wreath	e) the priest in charge of a particular church
6) vows	f) a circle made from leaves or flowers
7) an aisle	g) very serious in behaviour or style
8) solemn	h) promises you make during the wedding ceremony
9) a register	i) woman's or girl's dress
10) a frock	j) a book people write their names or other information in

Weddings, marriages...

The bells of St Mary's Church pealed across the countryside in joyful proclamation of the marriage of Emma Colfax. It has been Emma's decision to celebrate the marriage at St Mary's in April, the month of daffodils and blossoms, because it was the church where so many of her ancestors had made their vows.

Zack was waiting beside his best man at the altar. He **was about to pledge** his hand in marriage to the woman he loved above all others.

When he had married Samantha it had been a hasty affair in front of a registrar, a mistake he **had** later **sworn** never to repeat. At that time he had seen marriage as a trap, one he didn't plan to fall into again.

Yet here he was, waiting to marry Emma, not in front of a registrar, it was true, but in front of the vicar and congregation of St Mary's.

The organ music changed from slow and soothing to the familiar chords announcing the approach of the bride. She was walking serenely up the aisle on the arm of her father. How sweet and desirable she looked in a plain linen dress with a wreath of cherry blossoms wound into her hair. She, who could have chosen satins and silks or cloth of gold, **had opted for** what she knew he would like. A simple frock, and a quiet ceremony among family and friends...

The organ music came to a sudden stop. As Zack took his bride's small hand in his he thought his heart would very likely **burst with** the love he bore for her.

"Wilt thou, Zachary Mark, have this Woman to thy wedded wife..."

Zack started, and turned guiltily to face the vicar. He **had been** so **lost in** contemplation of his beloved that he hadn't noticed the service was up and running.

"...so long as ye both shall live?"

"I will," Zack said. He might have lost his place in the service, but he knew the answer to that question.

"Wilt thou, Emma Marie, have this Man..."

"I will." Emma's solemn response rang with sincerity.

Thank heaven she had agreed without argument to the words of the traditional marriage service. He had been afraid she would want some **cooked-up modern vows** complete with poetry composed by the groom. His lips quirked. Composition, especially of the poetic variety, **had** never **been one of his talents**.

"...and live together in holy love until your lives' end. Amen."

Zack raised his head. Except for the hymn singing, the signing of the register and the congratulations, it was over. For better or for worse, he was married to Emma.

"You may now kiss the bride."

At last. Needing no further invitation, Zack **wrapped his arms around** Emma and kissed her soundly on the mouth. He went on kissing her until the vicar cleared his throat twice and said, "You may now stop kissing the bride, Mr. Kent."

Zack released Emma from his arms and, holding her hand in his, followed the vicar into the vestry behind the altar. His best man and Emma's maid of honor **brought up the rear**.

Zack glanced around without much interest. There was a chair and a table bearing an important-looking leather-bound book that smelled of must. The marriage register, no doubt. The four of them got down to the solemn business of signing the register. As soon as the deed was done, they marched back into the church to the murmured approval of an expectant congregation. The organ started playing and the bride and the groom completed their triumphant march down the aisle.

(After "The Sherraby Brides" by Kay Gregory)

40 **Which highlighted words and expressions in the text are similar in meaning to the ones italicised in the sentences below? Paraphrase the sentences.**

1) Julie looked at him with curiosity. His blue eyes and charming smile seemed *to offer* friendship.
2) "Dear Amanda, tell me everything about this affair. I *give you my word* nobody will know about it from me," Katherine said solemnly.
3) He *was going to* tell her something very important when her groupmates greeted her.
4) My parents left the choice of career to me, and I *chose* medicine.
5) A rumour had already reached her and she *was brimming over with* indignation.
6) Linda *was so absorbed* in reading that she didn't notice how much mess the children had left behind.
7) The king and the queen led the procession through the main street of the town and the royal guards *marched* triumphantly *at the back*.
8) My granny hates listening to all these *"remakes" and contemporary versions* of traditional classical music.
9) My brother is a well-known mathematician now but he *didn't use to be good at maths* in his childhood.
10) When her daughter came round Mary Anne *embraced her tightly* and started crying and praying.

41 **Choose a suitable word or phrase from the text you have read to complete the sentences.**

•the congregation •wreaths •had been so lost in •was about
•leather-bound •for better or for worse •frock •opted for •was bursting •vows
•it has never been one of my talents •vicar

1) The thief _____ to cross the road when he was caught by the policeman.
2) Although St. Peter's church was built only 5 years ago, _____ continues to grow constantly. Every Sunday the local _____ conducts the service with passion and sincerity and he is held in great affection.
3) For most Americans Memorial Day is the day for visiting the graves of soldiers who died in previous wars. People often decorate the graves with flags and _____.
4) Look! Here is the photo from our family album. My mum and dad as a bride and groom are standing in front of the vicar pronouncing their marriage _____.
5) Jackie had been staring at that wedding _____ in the shop-window for half an hour. She _____ contemplation of her dream wedding that nothing could disturb her.
6) It is common knowledge that _____ books are much more expensive than paperback ones.
7) Last week my granny and grandpa celebrated their golden wedding anniversary. _____ _____, they have been together all their life and never separated more than for two days.
8) His father provided him with unlimited opportunities for his further career but he _____ the theatre.
9) Alice was only 8 years old when she was awarded the top prize in the international music contest. And her mother _____ with pride during the award ceremony.
10) What a distressing and exhausting thing it is to write a composition! I confess _____ _____, I'd rather read another two hundred pages.

XIII. LISTENING

42 **Before listening match the participants of the British wedding ceremony with their responsibilities.**

WHO DOES WHAT?
(Division of Responsibilities)

1) The bride's father
2) The bride's mother
3) The chief bridesmaid
4) The best man
5) The bridesmaids
6) The ushers

a) helps the bride with her bouquet during the ceremony, signs the register as a witness of the marriage, smoothes away any little worries or difficulties that may arise
b) stand inside the church and place friends of the bride on the left of the aisle and friends of the groom on the right, hand out forms of service
c) gives the bride away at her wedding and pays for the reception
d) participate in (tend) the bridal train
e) is responsible for printing invitations, choosing flowers in the church, the reception, cars taking the bride and her father, and other guests to the church, photographers' fees, making the wedding cake, arranging the menu
f) gives moral support before wedding, pays the clergyman's fees, hands the wedding ring to the groom in the church, replies to any toast to the bridesmaids

43 **Mary is going to marry her boyfriend Andrew. Although she has been living in Britain for about a year, she doesn't know very much about wedding ceremony. So she has come to the local clergyman to find out what to do. Listen to the clergyman's explanation and put the following statements in the correct order in the sequence of the wedding procedure.**

a) The parents and close relatives of the bride and groom arrive at the church.
b) The bride and the groom exchange their wedding rings.
c) The couple says the marriage vows.
d) The bridesmaids and ushers follow the bride and take their places on the front pews.
e) The bride accompanied by her father moves up the aisle when the organist starts playing.
f) The bride's father gives her away.
g) The bridegroom with his best friend are to be in their places about ten minutes earlier the ceremony starts.
h) The clergyman starts the service.
i) The bride arrives at the church.
j) The bride and the groom agree to be married.
k) The bride and groom go into the vestry to sign the register.
l) The clergyman blesses the wedding rings.
m) The newlywed couple leaves the church.
n) The bride throws back her veil.

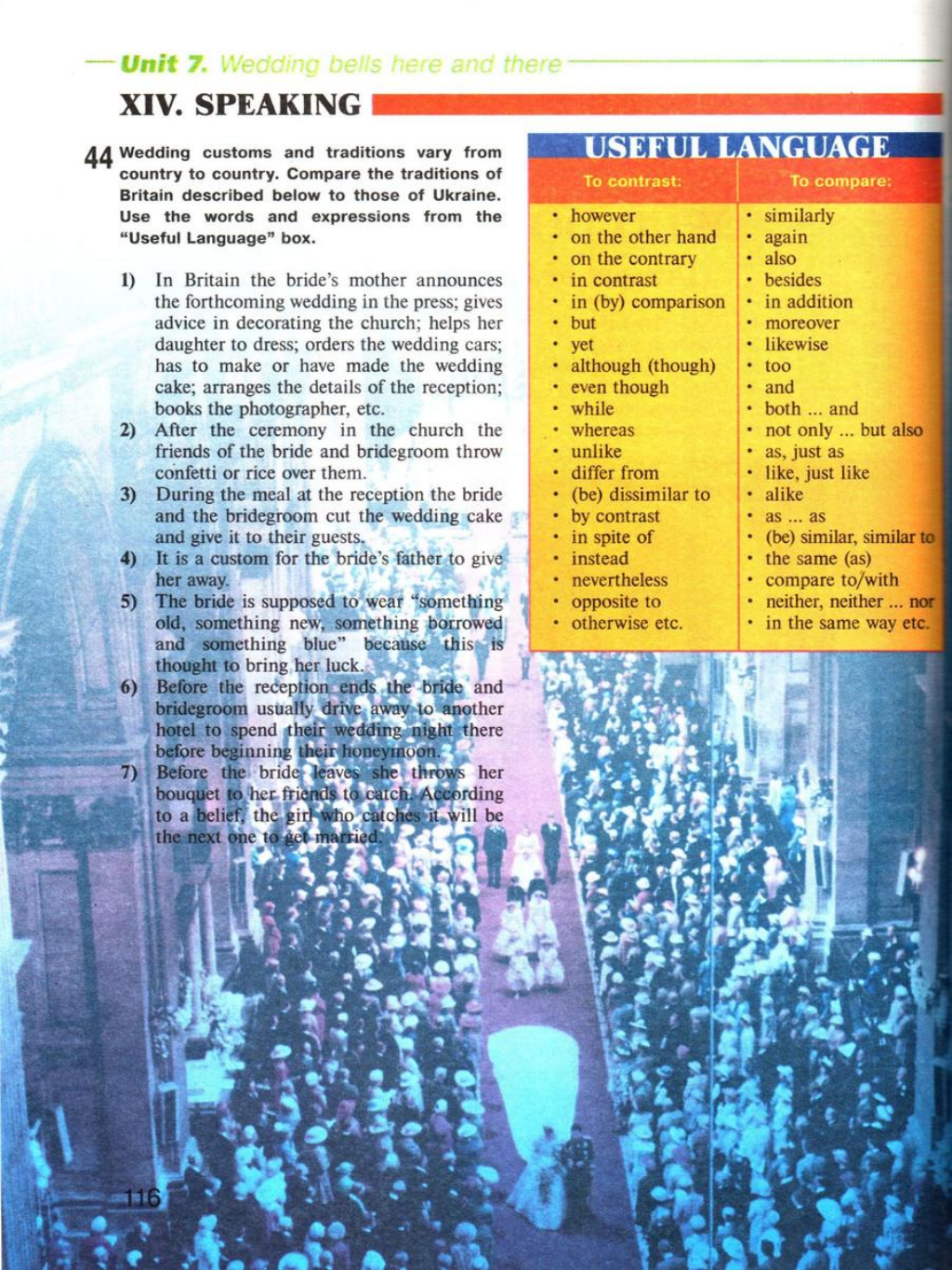
XIV. SPEAKING

44 **Wedding customs and traditions vary from country to country. Compare the traditions of Britain described below to those of Ukraine. Use the words and expressions from the "Useful Language" box.**

1) In Britain the bride's mother announces the forthcoming wedding in the press; gives advice in decorating the church; helps her daughter to dress; orders the wedding cars; has to make or have made the wedding cake; arranges the details of the reception; books the photographer, etc.
2) After the ceremony in the church the friends of the bride and bridegroom throw confetti or rice over them.
3) During the meal at the reception the bride and the bridegroom cut the wedding cake and give it to their guests.
4) It is a custom for the bride's father to give her away.
5) The bride is supposed to wear "something old, something new, something borrowed and something blue" because this is thought to bring her luck.
6) Before the reception ends the bride and bridegroom usually drive away to another hotel to spend their wedding night there before beginning their honeymoon.
7) Before the bride leaves she throws her bouquet to her friends to catch. According to a belief, the girl who catches it will be the next one to get married.

USEFUL LANGUAGE

To contrast:	To compare:
• however	• similarly
• on the other hand	• again
• on the contrary	• also
• in contrast	• besides
• in (by) comparison	• in addition
• but	• moreover
• yet	• likewise
• although (though)	• too
• even though	• and
• while	• both ... and
• whereas	• not only ... but also
• unlike	• as, just as
• differ from	• like, just like
• (be) dissimilar to	• alike
• by contrast	• as ... as
• in spite of	• (be) similar, similar to
• instead	• the same (as)
• nevertheless	• compare to/with
• opposite to	• neither, neither ... nor
• otherwise etc.	• in the same way etc.



45 **You have a chance to make up your own version of the poem. For each if-phrase choose the statement that is the most appropriate from your point of view. Explain your choice.**

1) If you kiss her,
2) If you don't,
3) If you praise her,
4) If you don't,
5) If you visit her too often,
6) If you don't,
7) If you are jealous,
8) If you aren't,
9) If you are a minute late,
10) If she is late,
11) If you stare at others,
12) If she is stared by others,

WOMEN

a) you are not a man.
b) she thinks you don't love her.
c) you are a half man.
d) she says you are a playboy.
e) you are a dull boy.
f) you are not a gentleman.
g) she thinks it is boring.
h) you are good for nothing.
i) she says it's bad.
j) she thinks you are lying.
k) she accuses you of flirting.
l) she accuses you of double crossing.
m) she says, "That's a girl's way."
n) you lack ethics.
o) she professes you are cold.
p) she thinks it's just one of the man's tactics.
q) she says that they are just admiring.
r) you are an "experience man".
s) she yells that you are taking advantage.
t) she complains it's hard to wait.

In short,
Oh God!!!
You created those creatures called 'WOMEN'.
So simple, yet so complex.
So weak, yet so powerful.
So confusing, yet so desirable.
"O Lord, tell me what to do, A MEN."

XV. LISTENING

46 **You are going to listen to two young women of Indian origin who live in the UK. They both had arranged marriages. The first speaker is Wasima Mandel, a 24-year-old doctor from Birmingham. The other is Navida Ali, 23, from a small town of Luton. Read the statements below, and, while listening, decide, whether each statement stands for Wasima, Navida, both of them, or none of them. Write 'Wasima', 'Navida', 'both' or 'none' next to each statement.**

1)	She knew her husband for a short time before they got married.	
2)	Her parents chose prospective husbands, but hers was the last word.	
3)	She had always known she would have an arranged marriage as it was a family tradition.	
4)	She wasn't really going to get married then, but her parents insisted.	
5)	She liked her future husband at first sight because he had a wonderful smile.	
6)	Her wedding took place in her husband's native village.	
7)	Her husband's behaviour towards her was not that of a gentleman.	
8)	Her husband married her just to have a chance to move to Britain.	
9)	Before she got married she had other relationships at University.	
10)	After the wedding her husband moved to Britain.	
11)	Her marriage made her change her way of life.	
12)	She is happy because now she has a perfect husband.	

47 **Listen to the text again and check your answers. Then discuss the following questions in your group:**

1) Why do you think Wasima's arranged marriage turned out to be a success while Navida's a complete failure?
2) What is your personal opinion of arranged marriages? What are their advantages and disadvantages?
3) How do you think it happens?
4) Have arranged marriages ever existed in Ukraine? Are they practised nowadays?

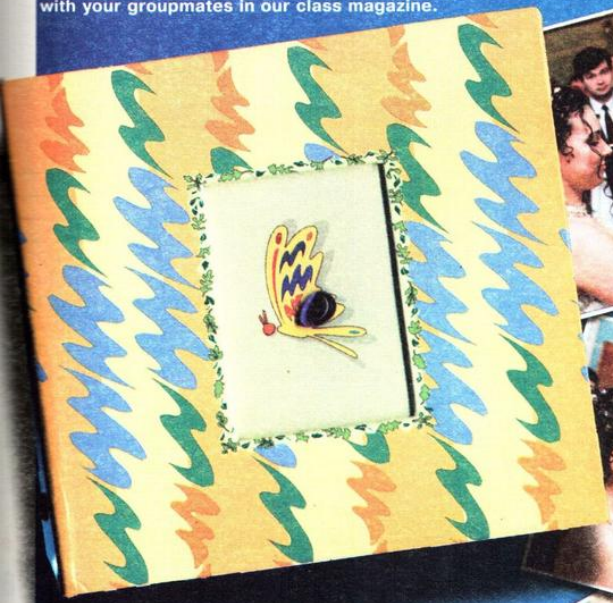
XVI. REVISION TRANSLATION

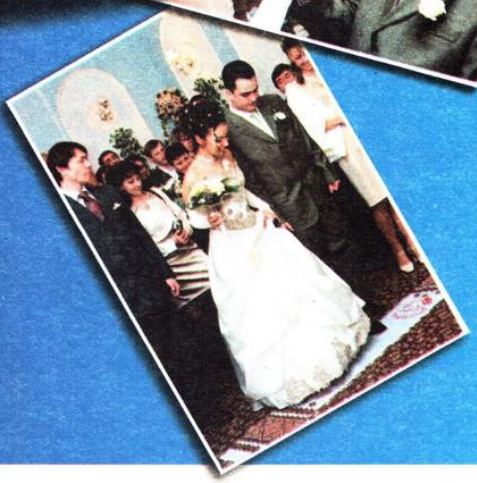
48 **Translate into English.**

1) З першої секунди знайомства з Джейн я зрозумів, що до нестями в неї закохався. Коли я розповів найкращому другові про свої почуття, він лише знизав плечима і сказав, що не може зрозуміти, що я знайшов у цій дівчині. Мені коштувало великих зусиль запросити дівчину своєї мрії на побачення і ще більших — зізнатися, що я від неї в захваті, але я це таки зробив. Який же я був щасливий, дізнавшись, що я Джейн також подобаюсь і вона не заперечує, щоб я був її хлопцем.
2) Ви коли-небудь страждали від кохання без взаємності? Я страждав. До нестями закохавшись у свою однокласницю, я боявся освідчитися їй в своїх почуттях чи хоча б запросити її на побачення. Я виявляв до неї увагу, але цього було явно недостатньо, щоб знайти шлях до серця красуні.
3) Після трьох місяців побачень мені і моїй подрузі стало зрозуміло, що ми поступово віддаляємося одне від одного і нам треба припинити наші стосунки.
4) Як водиться, перед весіллям молодий влаштував парубочий вечір, на який запросив найближчих друзів.
5) Мені дуже сподобався весільний прийом. Молода виглядала просто прекрасно у своїй елегантній сукні, а більшість гостей виявилися на рідкість приємними і милими людьми, які від душі бажали молодим щастя. Після церемонії розрізування торта молоді вирушили у весільну подорож.
6) — Думаю, тобі потрібні послуги свахи: ти, здається, не в змозі сам собі знайти дружину. Ти освідчувався вже трьом жінкам, але в усіх випадках тобі відмовили.
— Це тому, що усі вони хотіли вийти заміж заради грошей, а я хотів би одружитися по любові.
7) Виголосивши весільні клятви, молода і молодий обмінялися обручками, які дав їм друг нареченого.
8) Вас вінчав священик у церкві чи ви розписувалися в рацсі? — Ми поєднали одне з іншим. — Як усе пройшло? — Що стосується церковної церемонії, нам коштувало великих зусиль знайти підхожих пажів. А в рацсі жодних проблем не виникло. — Скільки людей прийшло на весілля? — У списках гостей нараховувалось 50 чоловік, але через те, що ми розіслали запрошувальні листівки в найостаннішу мить, деякі з них, на жаль, не змогли приїхати.

XVII. WRITING

49 **Choose one of the following topics and write 150–200 words. Your production will be shared with your groupmates in our class magazine.**





- The perfect match/ the ideal partner. Have you found him/ her? Qualities you look for?
- Your first boyfriend/ girlfriend. How did it all start?
  Write about your first meeting with the person you now love or like very much. Describe the situation and your first impressions.
- Your wedding day.
  If you are already married, tell us about it. If you are single, tell us about your expectations.
  Religious ceremony? White dress? Big party? No party? Honeymoon at the seaside? No marriage at all?
- Eternal love.
  Do you believe in eternal love?

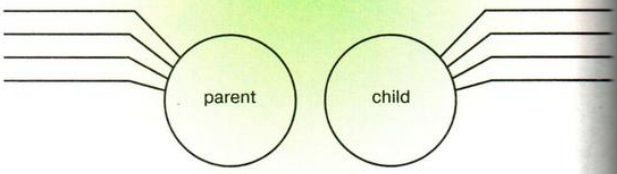
Unit 8

SPARE THE ROD AND SPOIL THE CHILD?

I. LEAD IN

1 **A)** **Work in groups and draw mind-maps of the qualities that make a good parent and a good son or daughter.**

B) **Compare your maps and say what qualities they have in common.**



2 **Here is a poem. Which of these remarks did you hear from your mom? Which were your mother's favourites? What can you add to the poem from your childhood experience?**

THE THINGS MUMS SAY...

Wake up!
Get up!
Out of bed!
Mind your feet!
Mind your head!
Don't run around!
Don't be late!
Look at your room!
What a state!
Pull all your stuff away now, please.
Why can I never find my keys?
Close your mouth and eat your food.
Look at that!
Don't stare it's rude.
Elbows OFF the table please.
Money doesn't grow on trees.
I won't tell you again...
Did you hear what I said?
I won't tell you that again.
It's time for bed.

Michaela Morgan

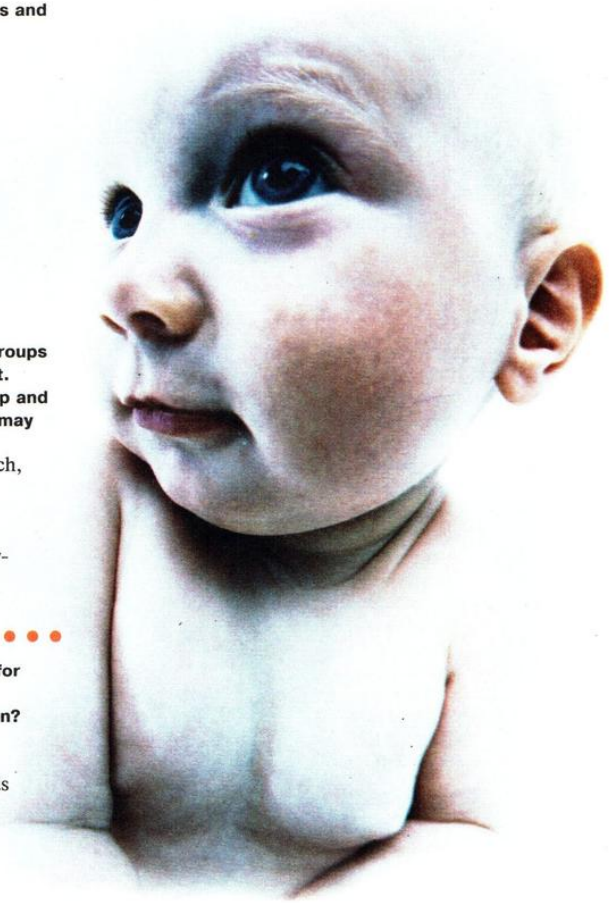
II. VOCABULARY TOYS AND GAMES

3 **Put the mixed letters of the words denoting toys in the correct order and label the pictures.**

- tlater
- onlbalo
- switelh
- ryapmdi
- tlcnpaiesi
- opt
- Fsriebe

4 **Match 2 parts to form the names of toys and games:**

• doll's	• puzzle
• building	• rope
• construction	• set
• train	• game
• water	• blocks
• toy	• horse
• skipping	• set
• teddy	• pram
• jigsaw	• bear
• rocking	• clay
• modelling	• soldier
• video	• pistol



5 **Odd one out. In each of the following groups of words there is one which does not fit. Choose "the odd one out" in each group and say why it doesn't belong there. There may be more than one correct answer.**

1) hide-and-seek, skateboard, hopscotch, touch-last
2) darts, dominoes, chess, draughts
3) ball, doll, plasticine, toy tank
4) remote-controlled, wind-up, battery-operated, fluffy
5) tricycle, train set, kite, Rollerblades

6 **A) What toys and games are suitable for a toddler? for a pre-schooler?**
B) What toys and games teach children?

1) to make different movements?
2) to tell colours, shapes, sizes?
3) to make things with their own hands (modelling, constructing)?
4) to count, to read?
5) to solve problems?
6) to react quickly?
7) to take social grown-up roles?
8) to develop creative talents?

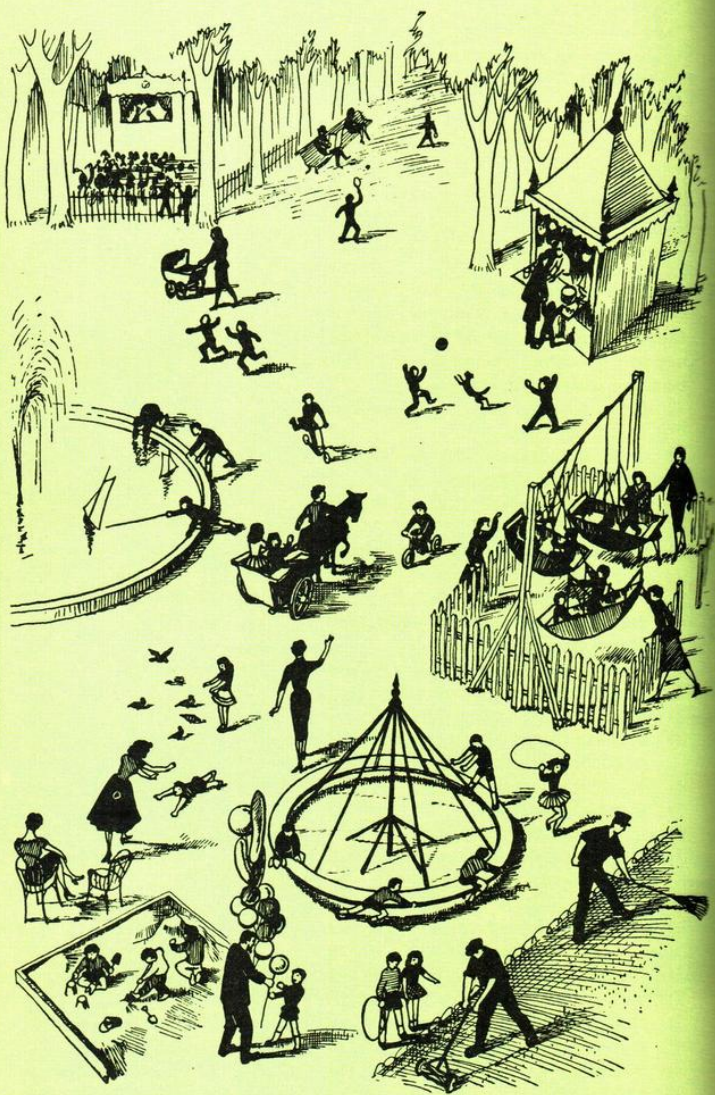
7 **Match the playground items with the corresponding activities:**

1) sandpit	**a)** children sit on a seat which is pushed backwards and forwards in the air
2) slide	**b)** children sit/ stand on a platform which is pushed round and round
3) climbing frame	**c)** children climb on a metal/ plastic structure
4) seesaw	**d)** children move down a smooth slope
5) swing	**e)** children play in an area filled with sand
6) roundabout	**f)** children sit on either end of a board and move up and down

CHILDREN AT PLAY

8 **Describe the pictures using the following words and phrases:**

- in the foreground
- in the background
- a park bench
- a garden seat
- a pool
- a fountain
- a toy booth
- a tricycle
- a pail
- to play
- to run
- to climb
- to jump
- to fall
- to push a pram
- to make sand-pies
- to make sandcastles in a sandpit
- to play with a hoop
- to ride a scooter
- to take a ride
- to play on the roundabout



III. LISTENING

9 **Listen to the text "Hide and Seek in the Dark" and answer the questions:**

1) How were Peter and Francis related?
2) How did Francis react to the game of hide-and-seek?
3) Where did Peter think that Francis had hidden?
4) What did Peter do?
5) Were Peter and Francis found?
6) What happened in the end?

IV. READING AND SPEAKING

10 **Read the poem. With your book closed, describe in details what the children were playing.**

GOOD PLAY

We built a ship upon the stairs
All made of the back-bedroom chairs,
And filled it full of sofa pillows
To go a-sailing on the billows.
We took a saw and several nails,
And water in the nursery pails;
And Tom said, 'Let us also take
An apple and a slice of cake';
Which was enough for Tom and me
To go a-sailing on, till tea.
We sailed along for days and days,
And had the very best of plays;
But Tom fell out and hurt his knee,
So there was no one left but me.

R. L. STEVENSON
A Child's Garden of Verse

11 **Recall some facts from your childhood and answer the questions using the phrases from Useful Language box.**

1) What toys did you play with as a pre-school/ primary school child?
2) Which did you like best? Why?
3) Who did you play with? Did you like to play alone?
4) What was your favourite place to play?
5) Who decided which toys to buy: your parents or you?
6) What was taken into account when choosing a toy?
7) How often were you given new toys? Only on special occasions? Regularly?
8) Which did you prefer: to play with your toys alone or to spend time with your parents?
9) What playground items did you have in the yard?
10) What did you like doing in the playground?

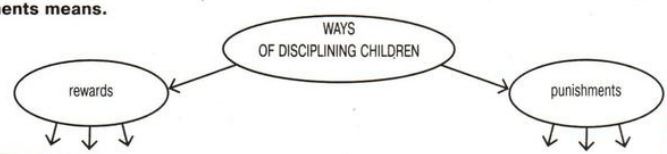
USEFUL LANGUAGE

RECALLING FACTS

- As far as I remember
- I remember smth clearly/ vividly/ well
- I remember dimly/ vaguely
- On the whole/ in general/ generally speaking, I remember that/ I can say
- I still/ always remember
- I can't remember much but
- I forgot completely/ utterly
- I doubt about that
- I won't go into details but I can say that

V. READING

12 **Read the text and complete the diagram below in your notebooks. Explain what each type of rewards and punishments means.**



Guiding my Behaviours

You want me to behave. But I don't really know what is safe and what is dangerous, what is socially appropriate and what is not. You think that to discipline me is to punish me. So, sometimes, you smack, scold, take privileges away, remove your attention, tell me off and give me time-outs. It is very easy to smack me. It doesn't require much effort and usually has an immediate effect. But as I am growing older, smacking becomes less effective and actually makes things worse. Following your example, I often solve my own problems by punching or hitting others.

Raising your voice only works if I am doing something really dangerous, for example, playing with matches or trying to jump out of the window with an umbrella. But if you shout all the time, I take little notice.

When you remove your attention, it really hurts me, so you may be sure that it is one of the most effective means of punishing me. But you shouldn't do it for too long. Sending me to bed early or forbidding me to watch television do not work if you use it frequently. "Telling off" is only successful if you have my full attention and I take seriously what you say. You should be clear, firm and confident. I've already mastered how to listen but not hear all your reprimands.

Giving me a short time-out means putting me in a safe and boring place such as a corner. And then in my room I reflect on my behaviour. It is a good method of teaching. It can also give you, an angry and frustrated parent, a chance to calm down and respond more rationally. After the time-out you should spend a minute or two talking with me about why I got the time-out and suggest appropriate behaviours for the future. It seems to me you are always waiting for my misbehaviour to happen. Why don't you catch me being good? Unfortunately, you are much better at recognizing bad behaviour than at noticing the good things I do. Although it is more enjoyable to be rewarded than punished. The most effective of all rewards is your attention. Even a few seconds of it make me happy. Do you know that statistics show that the average parent spends only seven minutes a week with each of their children? I know that you love me, but it is not enough; I want you *to show* me your love.

I like it very much when you praise me. It is a particular form of your attention. You are often quick to criticise and slow to praise. Don't be afraid to over-praise me. The whole world will tell me what's wrong with me — loud and often. You'd better tell me what's right about me.

Special treats are also enjoyable rewards but they are no substitute for your attention or praise. However, I understand that it is much easier to hand me out a sweet or a toy than to devote your time and energy to giving me attention.

Special privileges, such as letting me go to bed a little later than usual or play a computer game extra time cost nothing and are useful because they are easy to arrange.

I know that bringing me up is a constant work in progress. It requires your patience and consistency. If you don't allow something, never allow it. If you want to make an exception, tell me why the rule is different. Throughout the day provide me with plenty of love and time for cuddling. Cuddles won't spoil me — I need your attention and affection.

13 **There may be some words in the text you don't know. Work out what they mean from the context. Choose the most appropriate meaning (A, B or C) for the following words and expressions.**

1) ***socially appropriate*** **(line 2): ...what is socially appropriate...**
A studied in the course of social science
B causing damage to public property
C acceptable in the society

2) ***smack*** **(line 5): So sometimes you smack...**
A to hit smb on the bottom
B to spoil smb
C to shout at smb

3) ***hurts*** **(line 17): ...it really hurts me...**
A to have a bad effect on
B to feel sharp pain
C to pain a person's feelings

4) ***telling off*** **(line 22): "Telling off" is only effective...**
A talking loudly
B scolding
C telling smb not to touch smth

5) ***mastered*** **(line 25): I've already mastered...**
A to prevent
B to pretend
C to learn

6) ***reprimands*** **(line 26): ...how to listen but not hear all your reprimands.**
A rebellions
B approaches
C criticisms

7) ***frustrated*** **(line 31): ...an angry and frustrated parent**
A irritated
B envious
C mean

8) ***praise*** **(line 47): ...when you praise me.**
A to present with smth
B to pay compliments
C to speak openly about smb

9) ***cuddles*** **(line 67): Cuddles won't spoil me...**
A hugs
B kisses
C clapping

10) ***affection*** **(line 68): I need your attention and affection.**
A courage
B love and caring
C protection

14 **Complete the sentences in your own way.**

1) As a child is growing older...
2) Raising parent's voice is only effective if...
3) ...if a parent uses it frequently.
4) "Telling off" is only effective if...
5) Giving a child a short time-out means...
6) After a time-out a parent should...
7) A parent is much better at...
8) The most effective of all rewards is...
9) Parents are often quick to...
10) Bringing up a well-behaved child is...

VI. VOCABULARY APPROACHES AND ATTITUDES

15 **Using the expressions describe the parent – child relationships:**

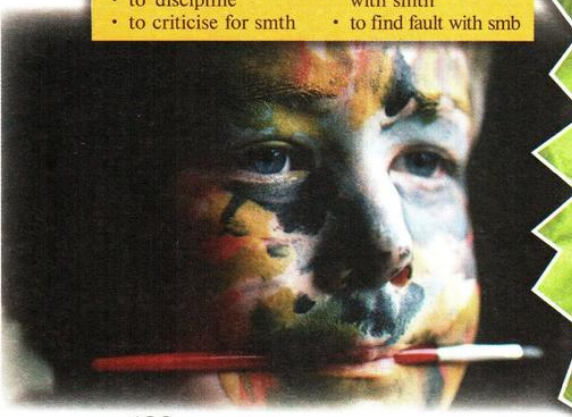
A) **you would like to have in your family**
B) **you wouldn't like to have.**

- to get on/ along with
- to trust
- to rely on
- to be close to
- to row/ quarrel about smth with smb = to have a row
- to blame smb for smth

16 **Use the expressions to describe:**

A) **lenient/ tolerant parents;**
B) **strict parents;**
C) **unacceptable methods of upbringing.**

- to grant children sufficient freedom
- to encourage smb to do smth
- to punish
- to nag at smb
- to moralise on/ about smth
- to reward = to pay off child's behaviour
- to discipline
- to criticise for smth
- to humiliate smb
- to tell smb off for doing smth/ to scold
- to bribe a child
- to smack = to spank
- to take privileges away
- to put a child in the time-out spot
- to spoil a child
- to threaten smb with smth
- to find fault with smb



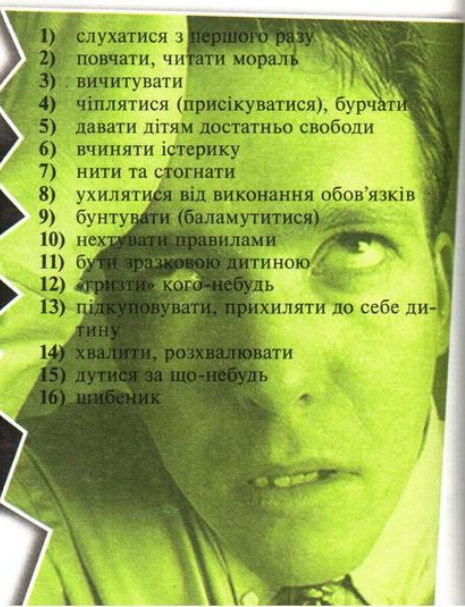
17 **Though normal children can exhibit all the behaviours listed below, we can distinguish between positive and negative patterns of behaviour. Use the expressions to describe:**

A) **a model child;**
B) **a troublemaker/ a disobedient child.**

- to moan and groan
- to rebel against smb/ smth
- to sulk over/ about smth
- to apologise to smb for doing smth
- to take offence at smb
- to throw a tantrum
- to answer back
- to obey immediately
- to behave properly/ perfectly/ badly/ poorly
- to misbehave
- to ignore regulations
- to neglect one's duties
- to act up
- to break the rules
- to act (ir)responsibly

18 **Give the English equivalents to the following Ukrainian ones.**

1) слухатися з першого разу
2) повчати, читати мораль
3) вичитувати
4) чіплятися (присікуватися), бурчати
5) давати дітям достатньо свободи
6) вчиняти істерику
7) нити та стогнати
8) ухилятися від виконання обов'язків
9) бунтувати (баламутитися)
10) нехтувати правилами
11) бути зразковою дитиною
12) «гризти» кого-небудь
13) підкуповувати, прихиляти до себе дитину
14) хвалити, розхвалювати
15) дутися за що-небудь
16) шибеник



19 **Find synonyms to the following expressions:**

1) to rear a child
2) to whine
3) to support, to cheer up
4) to fight against, resist control, protest strongly
5) to blame
6) to reproach
7) to express approval
8) to sneak out of one's duties, to be unwilling to do smth
9) to talk or write critically about right and wrong behaviour
10) to quarrel
11) to ignore the rules
12) to pay off

20 **Find antonyms to the following expressions:**

1) to be strict
2) to punish
3) to control, to check up on smb, to restrict smb's freedom
4) to behave well/ correctly
5) a well-behaved child
6) to rebuke, to tell off
7) to have rows
8) to rebel
9) to be a model child

21 **Fill in the table with the derivatives from the following verbs.**

verb	noun	adjective	adverb
obey	obedience		
encourage	encouragement		
		ill/well/badly-behaved, behavioural	
	rebel ['rebl], rebellion, rebelliousness		
punish			
	neglect	neglectful, neglected	
ignore			
	humiliation		

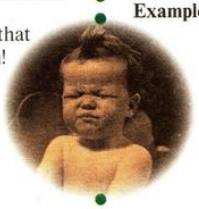
22 **Fill in the gaps using the derivatives from the words given in brackets.**

1) To say that you are (ignore) _____ of the rules is no excuse.
2) I don't like people who are (neglect) _____ of their duties.
3) She was ashamed of her children's bad (behave) _____.
4) I wonder how she manages the child with such a (rebel) _____ temperament!
5) It is unlawful for a teacher to inflict corporal (punish) _____ on pupils.
6) These parents expected unquestioning (obey) _____ from their children.
7) The teacher's words were a great (encourage) _____ to him.
8) Her children were so naughty! No one could believe that she had such (behave) _____ children!
9) If he did something wrong it was only through (ignore) _____.
10) Unfortunately the child suffered much from (humiliate) _____.

23 **Using the vocabulary you have studied complete the sentences 1—4 in your own way.**

1) My parents don't like it when I....
2) My parents like it when I...
3) I don't like it when my parents...
4) I like it when my parents...

Example: **My parents don't like it when I refuse to tidy my room.**



VII. SPEAKING

24 **Read the main principles of bringing up children and complete the statements in one of the suggested ways. Could you add any other principles?**

The principles of practising good behaviour

Parents should...

- pay off correct behaviour, not misbehaviour
- expect good behaviour from their children
- use reasonable punishments that teach their children decision-making and responsibility
- focus on their children's positive qualities
- love their children regardless of their behaviour
- provide a healthy and pleasant family climate
- tell their children the rules in advance
- emphasise each other's strengths and accept each other's weaknesses

in order to...
that's why...
because...
so that...

25 **Questions for discussion:**

1) Should parents be always strict with their children? Why?
2) What are the main ways of spoiling a child?
3) How should parents teach their children to be responsible?
4) How can parents teach a child to be an independent thinker?
5) Which kinds of encouragement are the most effective?
6) What kinds of punishment can be applied in bringing up children?
7) Should parents force their children to succeed in their studies at any cost?
8) Is TV an enemy or a friend for parents in raising their children?
9) Should parents make their children follow strictly fixed daily routine? Why? Why not?
10) In what cases do parents need a babysitter or a nanny?
11) How can parents stop their children's whining and throwing tantrums?

26 **Explain the proverb 'Spare the rod and spoil the child' and illustrate it with examples.**

VIII. LISTENING AN INTERVIEW WITH A CHILD PSYCHOLOGIST

27 **Before listening match the italicized words/expressions from column A with the expressions with a similar meaning in column B:**

A	B
1) to get high	**a)** alcohol/ drugs
2) casual drug use	**b)** smth that happens as a result of another action
3) substance abuse	**c)** to be common to the members of a family
4) loosening attitudes	**d)** to make known
5) to get to the heart of smth	**e)** to find out the real reason of smth
6) to get over smth	**f)** to tell
7) to reveal smth to smb	**g)** to hide
8) to conceal	**h)** to go faster in a car than another driver
9) to run in families	**i)** becoming less severe or strict
10) to spill family secrets	**j)** to overcome
11) a consequence	**k)** to get intoxicated by alcohol or (especially) drugs
12) to outdrive smb	**l)** not regular, occasional

28 **You will hear an interview with Dr. Robin Barker, a child psychologist. Before you listen, read through the questions and the options below. Discuss which option you think is true for each statement and tick it. Then listen to the interview and choose the right answer to the questions according to the information given by the psychologist. How far did your answers match his opinion?**

1) Should we be honest with our children?
a) Yes, your child must know everything about your past.
b) Yes, only if your past experience would help them to solve their problem.

2) Are there any things that I have to reveal to my child?
a) You'd better not talk about substance abuse that can run in families.
b) You shouldn't conceal family secrets if they are really important.

3) How much information can a child handle?
a) That depends on the age of your child.
b) If your child is too young, tell him as little as possible.

4) Wouldn't it be easier to lie?
a) It's difficult to lie to children because they can easily tell a lie from the truth.
b) You will easily hide anything from children because they are not good lie detectors.

5) How do I answer "You did it and you were okay in the end"?
a) You may tell them that you didn't really suffer and that nothing bad is going to happen to them.
b) You must mention that you weren't really so fortunate.

6) Won't talking about drugs plant ideas in their heads?
a) Yes, your talking about drugs can raise their interest in taking them.
b) No, try to reveal information about drugs as early as possible.

7) Won't we lose their respect?
a) No. If you share your experiences you'll grow closer.
b) If you laugh together about how you once outdrove the cops or dated a 30-year-old man when you were 16, you'll grow closer.

IX. READING

29 **Before reading discuss the following questions in your group.**

1) How can a person learn to be a good parent?
2) Who and what can help a person in the process of bringing children up?

30 **Read the text.**

Honey,

At long last a period of **tedious** waiting is over. You've had a beautiful baby girl and I've got a charming sweet granddaughter. My congratulations, Keith! But a new period has started in your life, a period full of sleepless nights, exhausting day-to-day routines of bringing up your invaluable wonder-girl and yet the most interesting and significant one, I assure you.

I'd like all your dreams to come true and your baby to come up to your **expectations**. The last thing I intend to do is **preaching** you and writing the dull moralistic instructions on how to teach your child good behaviour. I just want you to give me a chance to tell you how my life was changing, as you, my dearly loved kids, were getting older. Who knows, my letter might help you become a real friend to your own daughter.

I thought before you, my children, were born, I would make a good "parent". I graduated from the University and considered myself to be an expert in what everyone else was having problems with. Then you were born: first you, Keith, two years later your brother Johnny and then your sister Jennifer. And every day in our family became like a night in the theatre. A lost toy, a "too short" haircut, and a report due for school, new jeans that didn't fit right, a fight with brother or sister — any of our crises generated enough tears and passion for a three-act drama. We never lacked for material.

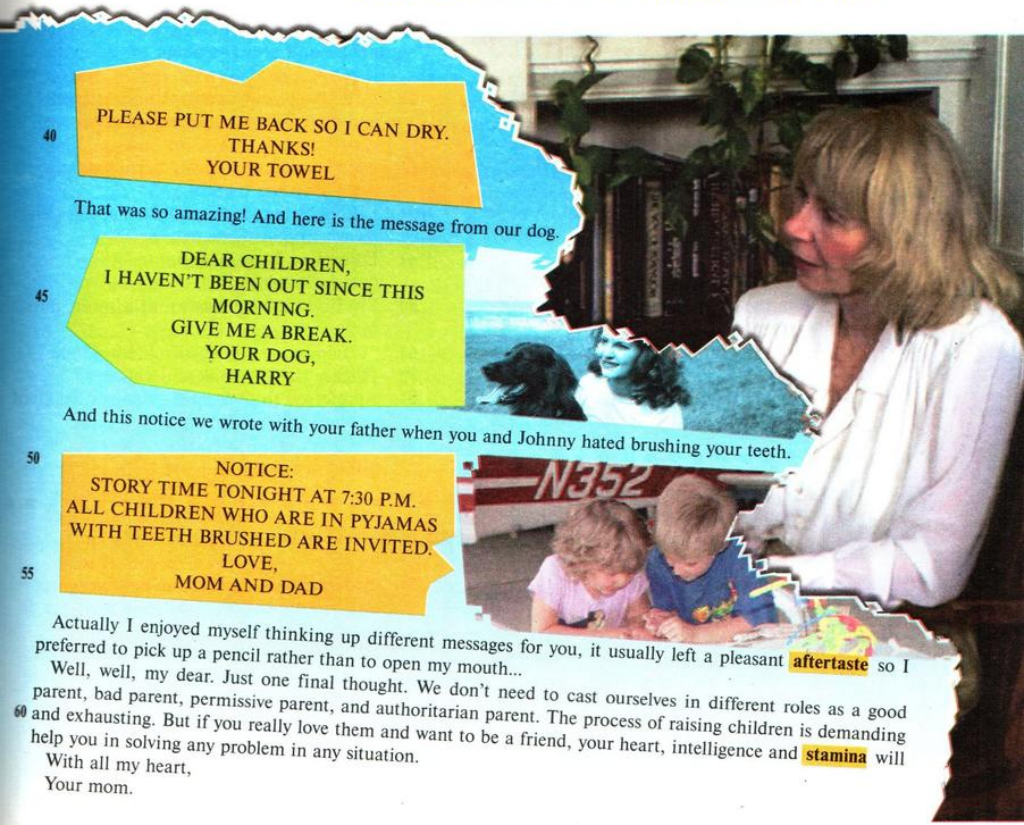
The only difference was that in the theatre the curtain falls and the audience go home. Your dad and I never had that luxury. Somehow we had to deal with all the hurt, anger, and **frustration** and still retain our **sanity**.

In theory, it might be possible to avoid all punishments by only rewarding good behaviour. In real life it is very difficult. I thought that to discipline the children meant to punish them. So sometimes I used to yell, scold, spank you, take away privileges and restrict you to your bedrooms. Do you remember that **mishap** when I came home from work and tripped over your skates in the hall? I sweetly told you, "Skates belong to the closet." I thought I was wonderful. But you looked up at me blankly and went back to reading your book. Then I hit you. You can't even imagine what I felt!

Not a year had passed since I finally realized that discipline and punishment are not the same things at all. Discipline is really about teaching decision-making. And undoubtedly it was I who had to teach you to make better choices about your behaviour and take the responsibility for it.

I remember when Johnny was about ten, once he reported **in an offhand way** that three of his textbooks were missing and I had to send in nine pounds. I totally blew up. My first impulse was to hit him or punish him. But even though I was over the edge with anger, I somehow managed **to get hold of myself** and started my emotional **outpouring**. I was screaming as loud as possible: "I am furious! I am enraged! Three books are lost and now I have to cough up nine pounds for it! I feel like I am going to explode! I am boiling!" When I stopped **yelling** and sat down, your brother's face appeared in the doorway and he said, "Mom, I'm sorry. You don't have **to cough up** the nine pounds. I'll cough it up out of my **allowance**." I almost fell down off my chair. I have surely never stopped feeling angry so fast and so completely. What were a few lost books to me if I had a son who really cared about my feelings!

Now I'm going through the pages with the messages that I keep in our family album. I still can't **refrain from** laugh when remembering how much you were thrilled to receive them. Here is one about the towel. Your sister Jennifer used to forget to put it in its place.



PLEASE PUT ME BACK SO I CAN DRY.
THANKS!
YOUR TOWEL

That was so amazing! And here is the message from our dog.

DEAR CHILDREN,
I HAVEN'T BEEN OUT SINCE THIS MORNING.
GIVE ME A BREAK.
YOUR DOG,
HARRY

And this notice we wrote with your father when you and Johnny hated brushing your teeth.

NOTICE:
STORY TIME TONIGHT AT 7:30 P.M.
ALL CHILDREN WHO ARE IN PYJAMAS WITH TEETH BRUSHED ARE INVITED.
LOVE,
MOM AND DAD

Actually I enjoyed myself thinking up different messages for you, it usually left a pleasant **aftertaste** so I preferred to pick up a pencil rather than to open my mouth...

Well, well, my dear. Just one final thought. We don't need to cast ourselves in different roles as a good parent, bad parent, permissive parent, and authoritarian parent. The process of raising children is demanding and exhausting. But if you really love them and want to be a friend, your heart, intelligence and **stamina** will help you in solving any problem in any situation.

With all my heart,
Your mom.

31 **Decide if the statements given below are true, false or there is not enough evidence.**

	true	false	not enough evidence
1) The author thought that she knew everything about upbringing of children.			
2) She brought up her kids without her husband's help.			
3) The author raised her children without any punishment.			
4) The author thinks that to discipline children means to teach them to be responsible for their behaviour.			
5) She was very grateful to her son when he decided to solve the problem with his lost books by himself.			
6) She thinks that the messages she used in different situations were ineffective.			
7) The author's children respect her opinion.			
8) She finds the process of upbringing of children needs a great deal of energy, fresh ideas and love.			

32 **Answer the following questions.**

1) Why did the author decide to write the letter to her daughter?
2) Why did she change her mind about her parenting skills?
3) Why does she compare her family life to a theatre performance? What is the difference between the real life and a play?
4) What was the author's reaction to the news about three lost books?
5) What feelings arise in her heart when she recollects the messages she used to write for her children?
6) What is her idea of good (successful) parenting?
7) Which of her recommendations did you like? Why?

33 **Find in the text words and expressions in bold similar in meaning to the ones given below.**

1) firm belief or hope that smth will happen
2) state of being discouraged and disappointed
3) soundness of judgement
4) shouting loudly
5) pocket money
6) undesirable and unlucky accident but not very serious
7) tiresome because of being too long or dull
8) too casual, without previous thought
9) to gain control of oneself
10) to give money back reluctantly
11) giving advice in a boring, moralizing way
12) to keep oneself from smth
13) long-lasting energy, physical, mental and emotional strength
14) uncontrolled expression of strong feeling
15) impression or feeling that stays in the mind

34 **Recall the situations in which the following sentences and phrases occur in the text.**

1) I'd like all your dreams to come true and your baby to come up to your expectations.
2) Every day in our family became like a night in the theatre.
3) I thought that to discipline the children meant to punish them.
4) Discipline is really about teaching decision-making.
5) My first impulse was to hit him or punish him.
6) "I'll cough it up out of my allowance."
7) "Please put me back so I can dry."
8) I preferred to pick up a pencil rather than to open my mouth.
9) We don't need to cast ourselves in different roles...

35 **In the text above find:**

1) evidence proving that the author agrees that raising children is "constant work in progress";
2) examples proving that such methods as (a) yelling, (b) hitting, (c) telling-off are not effective;
3) alternative methods of disciplining children the author comes up with;
4) illustrations that like most parents the author was initially "much better at recognizing bad behaviour than noticing the good things";
5) direct quotes proving that the author eventually comes to the conclusion that it's better to "catch your children being good".

36 **Speak about the experience of bringing up children in this family:**

1) in the person of Keith;
2) in the person of Johnny;
3) in the person of Jennifer;
4) in the person of their father.

X. LISTENING

37 **Listen to the extract from the article "Children to Live in Families, not Orphanages" and answer the following questions.**

1) What is the traditional way of dealing with orphans in Ukraine? What are its drawbacks?
2) Describe an average family-type orphanage. How is it different from a usual nuclear family?
3) What role does the oblast administration play in the lives of such families? How do they help them?
4) What do psychologists say about this new approach to solving the problem of orphaned and abandoned children?
5) A new experiment is going to be held in the practice of forming family-type orphanages. Will it allow families to adopt more or fewer children?
6) List the problems that need to be solved in order to successfully implement this programme.

38 **Listen to the text again and fill in the gaps.**

a) The number of orphan and half-orphan children (1) _____ of parental care and living on the street is increasing in Ukraine with every year.
b) Child-care agencies usually send most of such children to (2) _____ schools.
c) Ukraine has been paying more and more attention recently to the development of family-type (3) _____.
d) In Kyiv region only, 15 family-type orphanages have been (4) _____.
e) The (5) _____ practice is to adopt five to ten children (plus biological ones).
f) Other children's age ranges from (6) _____ to adolescents.
g) Father is responsible for (7) _____ his large family its bread.
h) With the help of different (8) _____ foundations they organise such events as concerts, festivals and picnics.
i) These families, psychologists say, have gained valuable and unique experience not only in the health of children but also in their (9)_____ and (10) _____ development.
j) A family-type orphanage is a relatively new form of care for orphaned and (11) _____ children.
k) The ten-year experience of practising a family-type orphanage demonstrates that it is quite an (12)_____ way to solve the problem of orphans.
l) In this case, these are such problems as (13) _____ for those who turn eighteen, for at this age they lose the (14) _____ of orphan, creating new methods of selection, improving the procedure of adoption and others.

XI. READING AND SPEAKING

39 **Here is a list of the methods most commonly used by adults to get children to cooperate.**

1) Blaming and accusing
2) Threats
3) Commands
4) Lecturing and moralising
5) Warnings
6) Martyrdom statements
7) Comparisons
8) Sarcasm

Read the following extracts and decide which methods these examples illustrate.

a) "Just you touch that lamp once more and you'll get a smack."
"If you don't spit that gum out this minute, I'm going to open your mouth and take it out."
"If you're not finished dressing by the time I count three, I'm leaving without you!"

b) "Your dirty fingerprints are on the door again. Why do you always do that? What's the matter with you anyway? Can't you ever do anything right?
How many times do I have to tell you to use the doorknob? The trouble with you is you never listen."

c) "Watch it, you'll burn yourself."
"Careful, you'll get hit by a car!"
"Don't climb there! Do you want to fall?"

d) "Why can't you be more like your brother? He always gets his work done ahead of time."
"Lisa has such beautiful table manners. You'd never catch her eating with her fingers."

e) "Do you think that was a nice thing to do—to grab that book from me? I can see you don't realise how important good manners are. What you have to understand is that if we expect people to be polite to us, then we must be polite to them in return. You wouldn't want anyone to grab from you, would you? Then you shouldn't grab from anyone else. We should treat others as we would have others treat us."

f) "I want you to clean up your room right this minute."
"Help me carry in the packages. Hurry up!"
"You still didn't take out the garbage? Do it now! Move!"

g) "You knew you would have a test tomorrow and left your book in school? Oh smart! That was a brilliant thing to do."
"Is this the homework you're taking to school tomorrow? Well, maybe your teacher can read Chinese; I can't."

h) "Will you two stop that screaming? What are you trying to do to me, make me sick, give me a heart attack!?"
"Do you see these gray hairs? That's because of you. You're putting me in my grave."

40 **A) Now imagine that you are a child listening to your parent who is saying the phrases from exercise 39 to you. What would you feel like? The phrases below can help you express your reaction.**

- The door is more important than I am...
- You say I never listen, so I won't
- I hate her/ him
- I'm afraid
- Leave me alone
- I want to cry
- Try and make me
- Whatever I do, I'll be in trouble
- Yuk, yuk, yuk...
- Who's even listening?
- The world is scary, dangerous...
- I feel guilty
- It's my fault she's sick
- I'll get back at her/ him
- I don't like being made fun of
- I'm humiliated, confused... etc.

B) Now imagine that you are a parent, whose child feels exactly like you in the previous exercise. Are there any alternatives to ensure a child's cooperation without doing violence to his or her self-esteem? Reformulate the parents' words to illustrate your suggestions.

C) What would you say in the following situations if you were a parent?

1) Your child has come back after a walk. His clothes are dirty and he has a black eye.
2) Your 5-year-old boy is teasing a little girl in the sandpit.
3) You caught your teenage son smoking.
4) Your daughter has got a bad mark at school.
5) It's very late, but your child hasn't done his homework because he has been watching an interesting TV programme.
6) You have come home tired after work, but the sink is full of dirty dishes.
7) Your little child doesn't want to put his toys away.

41 **Do you agree or disagree with the following statements? Explain your point of view.**

1) Parents are best teachers.
2) Classmates influence a child's success in school more than parents.
3) There is nothing that young people can teach older people.
4) A person's childhood years are the most important years of a person's life.
5) A gift can contribute to child's development.

XII. REVISION TRANSLATION

42 Translate into English.

1) Хваліть свою дитину якомога частіше. Похвала та нагорода за гарну поведінку будуть спонукати її поводити себе правильно. Купіть їй іграшку як нагороду. Ця іграшка може бути також корисною. Наприклад, набір для малювання — олівці, олійні та акварельні фарби, красивий альбом — розвиває творчі здібності та уяву дитини. Не думайте, що купуючи чергову іграшку, ви балуєте свою дитину. Вона буде відчувати вашу любов та турботу відносно неї. Врешті-решт, ви побачите, що вона покращить свою поведінку.
2) У дитинстві я не ладив з моїм старшим братом. Ми часто сперечалися і навіть билися. Наші батьки намагалися нас примиряти, але ми тільки звинувачували одне одного. Він часто забирав мої іграшки, одного разу навіть зламав мою залізницю. Батьки карали його, сварили, ставили в куток, але він не звертав уваги на їхні покарання. Пізніше, вже будучи дорослими, ми так і не стали близькими людьми.
3) Я не розумію батьків цього хлопчика! Вони так «носяться» з ним! Вони вважають, що, якщо вони будуть терпляче ставитися до його поганої поведінки, то він буде зразковим хлопчиком. Він справжнє лихо в родині! Учора у дворі я вичитувала йому за те, що він ображав маленьку дівчинку. Спочатку він огризався, потім надувся, намагався навіть вчинити істерику, але згодом заспокоївся і вибачився перед цією дівчинкою.
4) Багато факторів впливає на поведінку дітей. Серед них ми можемо назвати поведінку їхніх батьків. Батьки зобов'язані пам'ятати, що повинні вести себе як людина, якою хочуть бачити свою дитину. Іграшки, ігри, книжки та телевізійні програми значно впливають на дітей. Насильство на телебаченні може сприяти агресивній поведінці дитини, яка вважає таку поведінку допустимою. Не погрожуйте дитині, не принижуйте її, не читайте їй моралей, а краще довіряйте їй та навчіть її бути хорошою.
5) Я люблю ходити у гості до своєї бабусі. Вона обіймає і цілує мене при зустрічі, і я відчуваю, яка вона рада бачити мене. Я пам'ятаю, коли я була маленькою, ми грали з нею у різні ігри. Кімната перетворювалася на корабель, і ми грали у піратів. Потім ми уявляли собі середньовічний замок і ставали принцесами. Ми були одягнуті у довгі сукні та капелюшки з вуалями. Коли я стала дорослішою, я грала з ляльками, а бабуся навчила мене шити для них одяг. Годинами ми гралися. І ще я дуже ціную те, що моя бабуся завжди зі мною чесна та відверта. Вона завжди може мені все пояснити та допомогти знайти правильне рішення у складних ситуаціях.
6) Багато психологів радять не карати та не сварити дитину. Але в реальному житті це неможливо. Настійлива непокора повинна бути покараною, але покарання має бути справедливим. Навряд чи ви багато чого досягнете, якщо будете кричати на свою дитину, лупцювати її, докоряти їй. Намагайтеся приділяти їй більше уваги, навчайте її грати у настільні ігри, читайте разом книжки, виліплюйте з пластиліну, будуйте будинки з кубиків або гуляйте у дворі, катайтеся на гірці, на гойдалках, каруселях.
7) Одна з найбільш нагальних проблем у сучасному суспільстві — це виховання дітей-сиріт. Такі діти, в основному, виховуються у спеціальних інтернатах. Багато уваги приділяється розвитку сімейних будинків для сиріт. Названі батьки виховують від 5-ти до 10-ти дітей. У таких сім'ях мама звичайно — домогосподарка, а батько — годувальник. Держава, благодійні організації та фонди допомагають таким сім'ям. Вони влаштовують концерти, свята для них, купують подарунки та іграшки, необхідні речі. Але існує низка фінансових та юридичних питань, пов'язаних з проблемою виховання дітей-сиріт та дітей, яких покинули батьки.

XIII. WRITING

43 **Prepare a list of tips for parents who want to bring up a perfect child. Range them in order of importance.**

44 **Write a paragraph to describe a case when you were punished. What for? Did the punishment have an effect on your future actions? Did it teach you a lesson?**

45 **Write a narrative composition describing your personal experience of being brought up. For your narrative you can use the outline given on the right.**

46 **Write a composition 150 words long describing the role of parents in bringing children up.**

[Set the scene, people involved, time/ your age] ← **Introduction**

[Describe the event, your actions and your parents' reaction] ← **Main body**

[What were your feelings then? What's your attitude to the case now? Were your parents right?] ← **Conclusion**

Unit 9

LIFE IS NO BED OF ROSES

I. LEAD-IN

1 **Read the quotation and explain how you understand it.**

"Happy families are all alike; every unhappy family is unhappy in its own way."

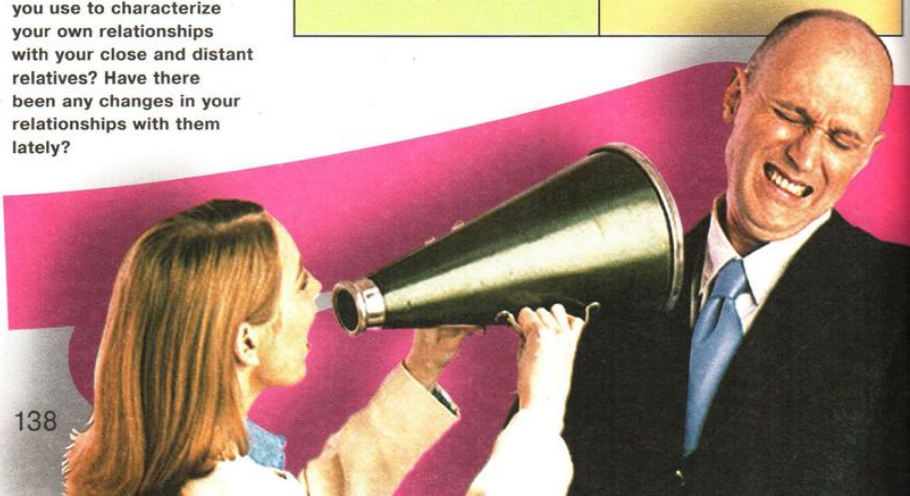
Leo Tolstoy

2 **A) Put the adjectives into two columns on the right:**

Broken, failed, fragile, stormy, troubled, uneasy, tense, enduring, lasting, long-standing, permanent, serious, stable, caring, love-hate, loving, special, rocky, bumpy

1. Relationships in a happy family are...	2. Relationships in an unhappy family are...

B) What adjectives would you use to characterize your own relationships with your close and distant relatives? Have there been any changes in your relationships with them lately?



II. VOCABULARY OUTLINING FAMILY PROBLEMS

3 **A) Read the statements (1—15) and match them with the corresponding family problems (a—m)**

a) having no shared interests

b) different opinions about money

c) jealousy

d) religion

e) mutual misunderstanding

f) disagreement about having children

g) living with in-laws

h) rivalry between siblings

i) not doing one's share of the housework

j) shifting the blame on other members of the family

k) living in a step family or in a second marriage

l) alcohol addiction

m) career addiction

1) ...My mother-in-law made it clear from the start that she didn't like me and wanted me to understand she was the head of the family...

2) ...and I do all the cooking and tidying the house and washing and gardening, but he says shopping is the only thing he agrees to...

3) ...whatever we do and it turns out to be a failure he says I'm the only person to blame...

4) ...I've spoken to her about having children for a hundred times already, but she says she won't even think of that until she is promoted to the position of Personnel Manager.

5) ...when she married me she said my being an Orthodox didn't matter. Now she insists on my changing the religion to that of her family...

6) ...my daughter is evidently using me. She works up to 10 hours a day and at the weekends, while I stay with her young children. It's as though she didn't care about her family any more...

7) ...I know both of us weren't really well-off when we married, but I work really hard to support the family and he says the only thing you have to do is to buy lottery tickets and wait for your lucky chance...

8) ...my in-laws are always making fun of me for my reading habits and theatre-going. They say I'm "too sophisticated" for their family, but with them I feel really bored...

9) ...and he never allows my elder daughter to see my ex, her father. He says a child must have only one dad.

10) ...it's a real war — each of my daughters insists on my living with her, spending time with her, going on holiday with her, each claims she loves me more than the other...

11) ...he's constantly out somewhere drinking — our four children start hating him as they are growing up...

12) ...everything seems to be fine — home, jobs, children. But I often find her bursting into tears for no apparent reason...

13) ...I wouldn't mind him spending an occasional Sunday with his daughter, or inviting her to our place for dinner once a week, but his leaving me to babysit five evenings a week plus taking her out every weekend is something I can't really stand any more.

14) I've never caught him red-handed, I've never seen him with anyone. But I still feel he's having affairs from time to time, and it's killing me...

15) Last week I told my kids I've been seeing a man, we are thinking of getting married and now he wants to meet them. My son blew his top and my daughter burst into tears...

B) Brainstorm in small groups to think of other problems a family can face.

4 **A) Which of the following actions are likely to worsen things in a family and which of them would patch things up?**

- Blaming your spouse for your own mistakes.
- Doing your fair share of housework.
- Losing your temper when there is family discord.
- Apologising to the member of the family you offended.
- Willingness to make compromises.
- Trying to dominate other members of the family.

b) Work in small groups to discuss what are some other things you should do and shouldn't do to avoid family problems.

5 **A) Highlight the expressions denoting aggressive ways of speaking:**

- to answer back
- to apologise
- to blame other people for one's own mistakes
- to insult
- to make nasty remarks about
- to murmur
- to offend
- to raise one's voice
- to remain speechless
- to remark casually
- to roar
- to scream
- to shout/to yell at
- to shout to
- to shout wildly
- to speak calmly
- to speak sharply
- to stammer
- to whisper

B) Recall a scene you witnessed or one from any film you remember well which you can describe using the expressions you have chosen.

6 **Fill in the gaps with the verbs of speaking in the appropriate form.**

1) It was so noisy at the stadium that they had to _____ to hear each other.
2) She was shivering with cold and couldn't overcome her _____. I was unable to understand her words.
3) His wife had always been timid and never protested when he _____ at her.
4) When mother came home and saw the bright pictures her little son drew on the wallpaper in the sitting room she couldn't find her voice and just _____.
5) The child had a bad dream and _____ with terror in his sleep.
6) At this pop stars concert the audience was clapping, stamping feet, whistling and _____.
7) My dad never _____ , even when he was most displeased he _____.
8) She didn't want to wake up the child and _____ her request.
9) The manager was known as a quiet and patient person. Everybody was surprised when he _____ with his secretary.
10) Instead of apologising for his wild behaviour, the impertinent teenager _____.
11) There is no use _____ at each other. Let's sit down and discuss it in a more civil manner.
12) He _____ something and blushed when the teacher asked him to repeat his words more distinctly.

MONEY PROBLEMS

7 **Read the story and paraphrase the italicized expressions using the vocabulary given in the box.**

- to make (both) ends meet
- to be hard up
- to live (from) hand to mouth
- to be heavily in debt
- to have a comfortable income
- to tailor one's lifestyle to fit one's income
- to treat parents as moneybags
- to act as sole breadwinner
- to splash out money
- to contribute financially to one's marriage
- to be a financial drain on the family

It was an average middle-class family of five. The father, Alan Greenwich, (1) **was the only person who provided the family with money**. The mother, Emily Greenwich, did not work so she (2) **didn't give her share of money to the family budget**. She stayed at home and looked after their children: Ron, Brad and Cathy. Mr. Greenwich worked as a broker at London Stock Exchange and (3) **earned quite enough money to live on**. Gradually as their children were growing older, they needed more and more money (4) **which they didn't earn but took from their parents**. They knew that they could ask their father for as much money as they wanted and he would never refuse. They (5) **wasted away** their parents' money on gambling. Cathy (6) **spent hundreds of pounds on** expensive clothes and cosmetics. Ron and Brad borrowed money from their friends and (7) **couldn't give it back**. Mr. Greenwich had to pay a lot of bills and that's why soon the family (8) **was short of money**, hardly managing (9) **to balance the income and losses**. When the head of the family got to hospital they (10) **hardly had enough food or money to live on** and (11) **had to cut down their expenses**.

8 **Speak about the money issues in your family. The following questions can help you.**

1) Who is the breadwinner in your family?
2) Who contributes financially more to the family budget?
3) Who in your family decides what to spend money on?
4) Would you rate your family's income as high, low or average?
5) Has your family ever been in debt? How did you sort the problem out?
6) How do you tailor your lifestyle to fit your income?

9 **Act out a dialogue between a husband and wife. They are a young couple, who have been married for six months, and are discussing their first experience in managing the budget of their family and the ways to improve their financial situation. Use expressions from task № 7.**

10 **Complete the following sentences:**

1) Problems in the family arise when...
2) A serious marriage rift can develop between two close people if...
3) He ... but all his efforts to heal the rift failed.
4) ...to calm down this conflict?
5) My sister and her mother-in-law argue endlessly about...
6) My neighbours ... that's why they have a lot of discord in their family.
7) Quarrels between siblings often break out...
8) ...led to open hostility between the two families.
9) If you don't want to turn housework into a battleground, ...
10) ...seems to be the most common reason for divorce.
11) ..., which meant that she was nasty to her stepmother.
12) ...because he is always finding fault with me.
13) ...to avoid arguments with his parents, but...

11 **Translate these phrases into English:**

1) звинувачувати кого-небудь у своїх власних помилках;
2) сімейні незгоди;
3) іти на компроміс;
4) ображати кого-небудь;
5) різко говорити з ким-небудь;
6) огризатися у відповідь;
7) слабкі стосунки у родині;
8) міцні стосунки;
9) нерівні стосунки;
10) жити відповідно до своїх статків;
11) розкидатися грішми;
12) серйозна тріщина у сімейних стосунках;
13) мати достойний прибуток;
14) владувати; підкоряти інших членів родини своїй волі;
15) він тягне гроші з родини;
16) припинити (перервати) сімейні стосунки;
17) перервати дружні стосунки;
18) чіплятися до кого-небудь;
19) призвести до відвертої ворожнечі;
20) перетворити роботу по дому у предмет нескінченних сварок.

III. SPEAKING

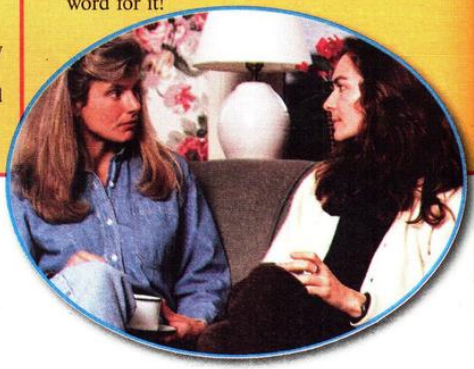
12 **Act out a dialogue based on the following situation:**

You have a family problem. You want to share it with your best friend on condition he/she doesn't spread this information. Your friend, in return, shares his/her problem on the same condition.

Use phrases from the Useful Language box

USEFUL LANGUAGE

Asking for discretion	Promising discretion
• Can you keep a secret? • I'd like to let you in on my secret/ problem. • I'd like to have a word in your ear. • Let's keep it between ourselves/ you and me. • Promise to keep mum about what you are going to hear. • Mum's the word! • I'd like to tell you smth in confidence. • This is very personal, but I know I can rely on your discretion. • But remember it's not meant to be shared with others. • Remember — not a word to anyone!	• We never had this conversation. • I won't tell a soul. • My lips are sealed. • I won't breathe a word. • I'll never give your secret away. • I promise to keep it under my hat. Take my word for it!



IV. LISTENING AND SPEAKING

WHEN MOMMY STOPS WORKING

13 **For many Canadian women who are used to financial independence, having to rely on their partners is a challenge. You will hear two Canadian women share their experience of becoming a mother and telling about changes in their family lives.**

A) Look through the chart and as you listen fill it in. Then, check your notes with a partner.

These headings and questions will help you	Jessica Davies (speaker 1)	Shawna Stephens (speaker 2)
Profession		
Number of children		
Family income (shared / separate)		
Does she have to ask her husband for money?		
What does she do now that she has a child/ children?		
Does she continue working (at least part-time)? Why? or Why not?		

B) Now listen to the recording once more and decide whether the following opinions belong to Jessica, Shawna or are not stated in the recording and tick the corresponding box.

	JESSICA	SHAWNA	NOT STATED
1 I had put off having a child partly because I wanted to make a career first, which is typical for many working women.	☐	☐	☐
2 As most families in Canada, my husband and I didn't share incomes and had separate bank accounts after getting married.	☐	☐	☐
3 For many working women, motherhood can initially bring a sense of nothingness.	☐	☐	☐
4 The career of a stay-at-home mom offers more opportunity to shape and change our world than any other career. As they say, "The hand that rocks the cradle rules the world."	☐	☐	☐
5 I was afraid of becoming financially dependent on my husband and felt guilty because I wasn't earning any money.	☐	☐	☐
6 I have never felt that what I do is worth less than what my husband contributes, nor that I am a financial drain on the family.	☐	☐	☐
7 It is impossible to stay at home with a child without eventually going crazy. The only thing that can prevent this is going back to work at least part-time.	☐	☐	☐
8 The solution that we have found is simple: after we've paid all the bills we share equally the rest of his salary.	☐	☐	☐
9 I am so many people at the same time: Mommy, wife, cook, maid, nurse, chauffeur, friend, accountant, personal shopper ... and so many others. I don't get a paycheque at the end of the month but I'm happy.	☐	☐	☐
10 For me hiring a part-time nanny is a perfect solution. It allows me to work, mostly from home. Of course, I don't earn as much as I used to, but it can help take some of the load off my husband.	☐	☐	☐

14 **Answer the following questions.**

1) Was there anything in these two stories that surprised you or seemed unusual?
2) Compare the problems of Canadian and Ukrainian women connected with motherhood:
   a) Do women receive maternity pay? Is this amount of money sufficient for raising children?
   b) Is it typical for families to share their incomes or to have separate ones?
   c) Do women often hire nannies for their small children or do they more often prefer to stay at home themselves? Why?
   d) Is the issue of financial dependency a problem for an average woman?
3) Say a few words about your mother when you were a child:
   a) Did your mother work when you were little or was she a stay-at-home mom?
   b) If your mother preferred or had to work, do you wish she had stayed with you instead?
   c) Did you have a babysitter or a nanny?
   d) Did your mother get any help from other members of the family? What kind of help was it?

V. SPEAKING TALK SHOW "FAMILY MATTERS"

15 **Imagine that you are participating in a radio talk show on family problems. The topic of the show is "Modern Relationship Wreckers". You are guests and one of your groupmates is the host. Read the stories told by people who called up the program sharing their problems and seeking some advice.**

1 CAREER ADDICTION
Chris, 32, a computer consultant:
Helen and I have been married for years. Helen is a singer, and I am a freelance computer consultant. We only ever argue about one thing — the amount of time we spend together. For example, whenever I go over to see my friend, Tom, Helen always phones to ask what time I'm coming home. Not that she's a nag. She just says she never has any quality time with me.
I realise this but all this is because of the kind of work we do. I get a call for a job that needs to be done the next day, and I have to do it — it makes it impossible to plan anything. Besides, having a huge market of skilled, unemployed workers waiting to take our jobs, for half the pay, means we feel huge pressure to sacrifice everything for work. We both work long days — sometimes nights — and, because we're both self-employed, we hate to turn down work. We know the UK has the longest working hours in Europe — but what kind of effect is this having on our love life?

2 "ME AND HIM AT HOME"
Crystal, 25, a music teacher:
Two months ago my boyfriend Tom proposed to me and I said 'yes'. We set the wedding date and decided to start living together. This is the first time I have ever moved in with a man. I thought Tom and I were made for each other. But now that we live under one roof all we do is argue — every day, at least once a day. I even started going to the gym just to get away from him. I'm beginning to think moving in was a monstrous mistake. Why? You might think it is another woman. No, something far more infuriating, far more invading. It is housework and he is awful at it.
I was brought up to believe the days of women having to nag men to pick their clothes up off the floor, put their empty coffee cups in the sink and rinse out the bath were over. Wrong, wrong, wrong!
It appears that Tom exhibits behaviour deliberately designed to frustrate and disgust me. He chooses to be repulsive — he obviously doesn't care about my feelings, and his mess invades my space.

3 INFURIATING IN-LAWS
Jane, 28, a lawyer:
When I married Alan, I didn't realise I was marrying his bossy mother, too. I certainly didn't expect his mother to pop around to see us at all hours without warning. I didn't expect that, if something went wrong, Alan would ignore my advice and listen to his mother's.
My mother-in-law duplicated our house key, without permission, while she baby-sat for us once. Since then she comes into our home whenever she feels like it and snoops around. Please help me before I say something I'll regret. I would be glad to let her keep our house key in case of an emergency, but I hate the idea of her going through my drawers, closets and desk.
My parents have never used our house key even though they've had one for years. They respect our privacy. My husband and I have argued endlessly over this. He says this is his house and his mother can come over as often as she likes. I feel like I am loosing this battle and I need your opinion.

16 **Engage in a discussion the purpose of which is to analyze the problems and suggest a way out for each of them.**
Here are some guiding questions:

1) Is this problem typical? Why? Why not?
2) What consequences can it lead to if not solved at this point?
3) Whose fault is it? The author's or the partner's?

4) Which problem do you find
- the most/least serious?
- the most difficult to solve/ the easiest to solve?
- the most unpleasant?

5) Have you ever faced (come across) the same/ similar problems? Give examples from your own/ your parents'/ your friends' parents'/ your friends' experience.
6) Is there a situation in which you think you would never find yourself?
7) Suggest a solution. What should each of the callers do?

VI. WRITING

17 **Here are four letters written to the problem page of a magazine by people seeking advice. Choose one of them and write a reply. Try to express sympathy with the problem and give some explanation as well as practical advice.**

1) Lately, my parents have been fighting a lot. Recently, my mom walked out and didn't come back for hours. I'm scared that they might get a divorce, and if they do I'll never forgive either of them. My older sister feels the same way. How can I help them with their problems so that they stay together?

2) I'm a 21-year-old single mother. Seven months ago, my partner of three years and the father of my child told me he didn't love me any more and asked me to move out. Six weeks later he said he'd fallen in love with his best friend's girlfriend and they were now together. Only the thought of my daughter has stopped me from attempting suicide. On Saturdays my ex and his girlfriend take my daughter on outings, but the thought of that woman with my family makes me feel sick. I still love him and need him back desperately.

3) I am getting married in a couple of months and I am desperately unhappy about the way my family is behaving. My mother says she won't come to the wedding if my father brings my step-mother. She sees it as being a public affront. However, my father says he will appear with his new wife in public. I don't want to take sides. It's important to me that they are both there. What can I possibly do?

4) My son, who is 14, and I are very close, in fact we probably have a closer relationship than he has with his father. He has recently told me in confidence some problems he is having at school and I feel my husband should know about them too. However, to tell my husband means I have to break my son's confidence — should I do so?

VII. VOCABULARY

LIVING THROUGH A DIVORCE

- grounds for (*usu. pl*)
- to start divorce proceedings
- to ask for a divorce
- to sue for a divorce
- to get/ obtain a divorce
- to divorce, to separate
- a divorcée, divorcé
- an ex = ex-husband/ ex-wife
- to divide smb's belongings
- to receive half of one's family assets
- to walk out on smb
- alimony, child support payments
- to be awarded alimony payments
- divorce rate
- adultery

18 **Fill in the gaps with the words from the box above.**

1) They seemed to be a perfect couple. Nobody could believe it when they _____.
2) According to statistics _____ nowadays is much higher than it used to be at the beginning of the last century.
3) They lived together for three years and then, just out of the blue, she _____ him without any explanation and never came back.
4) Nell did not object to her children spending their holidays with their father, so her _____ always took them when children came home from school for Christmas.
5) They did not _____ but decided to get separated and Margaret moved out of their house.
6) He hoped to be _____ but the judge decided otherwise and the child stayed with his ex-wife.
7) King Edward VIII gave up the British throne to get married to an American _____.

19 **Answer the following questions:**

1) 'Marriage should be a renewable contract, not a life-long agreement.' What do you think of this statement? In your opinion, should it be more difficult to get married? What items should you foresee in the marriage contract to make a possible divorce less painful?
2) About half of today's marriages end in divorce. What are the causes and consequences of today's high divorce rate?
3) Are adultery, violence and heavy drinking reasonable and sufficient grounds for divorce? Why? Why not? What are three most important reasons to sue for a divorce for you?
4) Who are more likely to get divorced: couples who marry in their mid or late twenties or couples who get married in their teens?
5) Do you think the birth of a child reduces the chances of divorce?
6) Should parents stay together for the sake of their children? Which is better for children: an unhappy family or a divorce?
7) Which of the parents is usually awarded alimony payments?

VIII. LISTENING

20 **A) Listen to the interview with an American divorce lawyer, Mr. Kenneth Bradley and complete the following sentences.**

1) The United States has _____ in the industrial world.
2) The main reasons for divorce today are _____ and _____.
3) The most frequently heard husband's reason _____.
4) The wife's reason is that _____.
5) If you can't make marriages work and bring joy and satisfaction, it's better _____.
6) Mr. Bradley advises ex-husbands and wives not to _____ at once.
7) Children are _____ if the emotional atmosphere at home is very tense.

B) Listen to the interview again. What do these numbers refer to?

a) 35
b) 1 million
c) 2/3
d) 90

IX. READING

21 **Read the text and find the words and set expressions similar in meaning to the following:**

a) to have a sexual relationship with a person who is not your wife or husband — .....
b) to be careful not to say or do the wrong thing — .....
c) in one's heart of hearts (your secret thoughts) — .....
d) to present facts to a person in order to criticise him or her — .....
e) extremely unpleasant — .....
f) to start behaving in an unacceptable way — .....

Painful Time

I threw out Mark in April but it had been a long time coming. The previous November he'd admitted having an affair and since then we'd been trying to make our marriage work — at least I had. But I'd felt I was walking on eggshells, desperate to avoid an argument. I found it impossible to trust him, although he promised the affair was over. I was constantly checking our phone bills to see if her number came up. The signs were still there — when he came in smelling of perfume or arrived home two hours late — but I chose to ignore them, hoping I was wrong. Deep down, I knew the affair was still going on but I couldn't face the prospect of my family breaking up. I confronted Mark a few times but he always denied it and made me feel as though I was going crazy. But on our 13th wedding anniversary my suspicions were confirmed — Mark didn't buy me flowers. I was so upset that the following day I picked up Bethany, our daughter, from school and checked us both into a hotel so we wouldn't be there when Mark got back from work. But at 8 pm I panicked. I knew in my heart that I had to see him, or he'd spend the night with her. I drove home with my heart pounding but as we walked through the door, Mark was coming out dressed up for a night out. I went mad and told him to pack his bags. Then I looked at his mobile phone and there was a text message from her on it. I was furious. We had a screaming row as I tried to force him out of the door. I'm ashamed to say Bethany saw everything. She stood in the doorway watching us shout insults and once I'd finally kicked him out, she cried for four hours. She kept saying, 'Why's Daddy leaving me? I've been a good girl.' I was a mess, crying hysterically.

The next day was Bethany's seventh birthday party and Mark begged to come to it, so I had to let him back in for Bethany's sake. The atmosphere was awful. I sat in the kitchen crying while Mark was in the lounge, red-faced and embarrassed. Poor Bethany was very upset and I was desperate for everyone to go. Afterwards I sat Bethany on my lap. We were both in tears and she kept saying: 'I love Daddy, I don't want him to go.'

The next few months were awful. I lost 5 kilos because I couldn't eat and sleep. Mark had been a part of my life for so long that I was lost without him. Bethany went off the rails for a while and was always seeking attention.

In June Mark moved in with his girlfriend. That was difficult to cope with, especially as Mark still saw Bethany once a week. Worst of all, I had to take Bethany out of her school. Mark's girlfriend's children were in the same class and as I waited for Bethany in the playground I heard the woman talking about my husband. I knew I'd never move on unless Bethany changed schools. She was quite upset but we chose a school where some of her friends go, and now she loves it. Since Mark left, I've slowly rebuilt my life. I really enjoy my job. I'm still bitter — I've put up emotional barriers and I've pushed away men who tried to get close to me. I still find it difficult to trust anyone but it's got easier with time and now I'm seeing a lovely man. Mark and I are getting divorced.

Although kicking out Mark was awful at the time, I realise now that I should have done it as soon as I found out about the affair. Instead I put myself through months of agony. But I'm much stronger now and feel like I'm back on my feet. I'll never forget the day I threw him out — but I don't regret it either.

22 Pick up phrasal verbs used in the text according to their meaning.

verb + up	1)	_____ UP	to end the relationship with a person
	2)	_____ UP	to collect smb in a car
	3)	_____ UP	to appear
	4)	_____ UP	to put on smart clothes for a special occasion
	5)	_____ UP	to build smth
verb + out	6)	_____ OUT	to force smb to leave
	7)	_____ OUT	to force smb to leave a place
	8)	_____ OUT OF	to change (school)
verb + in(to)	9)	_____ IN	to allow smb to come into a place
	10)	_____ INTO	to arrive at the hotel, collect the key and fill in the form
	11)	_____ IN	to start living in a new house

23 Fill in the gaps with suitable prepositions.

1) They were struggling to save their marriage _____ their children's sake but their union broke _____ after all.
2) The old lady was thrown ___ of the house because the owner decided to sell it.
3) Her name never came _____ in our conversation those days.
4) I had to describe the boy on the bicycle and the woman who picked me _____ and what she was wearing and what I said.
5) "Has Mrs. Hanks checked _____ the hotel yet?"
6) "Shall we dress _____ for the wedding or is it informal?"
7) Linda declined his offer to spend the night _____ because she had a terrible headache.
8) Don't kick the cat _____ so violently, lift him out gently.
9) Lock the door and don't let anybody _____. I'm here not to be disturbed.
10) "Get out! Let me alone, _____ God's sake!" yelled Deborah slamming the door.
11) When a child, I used to sit _____ my grandpa's lap and he told me fairy tales about wizards, sorcerers and witches.
12) Youngsters easily go _____ the rails without the people who they respect and who can guide them in their behaviour.
13) I've bought the new house, furnished it and I'll move _____ _____ my girl-friend in a few days.
14) After three weeks in New York we moved _____ to Philadelphia.
15) They plan to put _____ a whole block of apartments.
16) While working as a babysitter she put herself _____ several diploma courses.
17) After his wife's death Martin fell into a black depression and refused to leave his house. He had to be treated for it but now he is _____ _____ his feet and he has renewed jogging and meeting friends.

24 Using as many of the verbs below as possible describe the changes in the author's relationship with Mark:

•cultivate •develop
•establish •break off
•damage •suspend
•improve •restore
•resume •regulate
•destroy •go wrong
•worsen •strengthen

25 **Answer the following questions.**

1) Who did Mark have an affair with?
2) What hinted that Lesley's husband went on having an affair?
3) How did she try to preserve their marriage from breaking up?
4) What was the last straw when Lesley finally made up her mind and checked herself and her daughter into the hotel?
5) Why did she come back home that night? What happened there?
6) What did their daughter Bethany feel watching her parents' row?
7) What was the atmosphere like at Bethany's birthday party?
8) Why did Lesley have to take Bethany out of her school?
9) How did she cope with her situation after splitting up with Mark?
10) How has her attitude to life changed since she threw out Mark?

26 **Retell the text in the person of**

a) Lesley
b) Mark
c) Mark's girlfriend
d) Bethany

X. READING AND SPEAKING ONE-PARENT FAMILIES

27 **Fill in the gaps with the words from the box:**

•around •divorced •support •childminding •self-help •swap •adopted •chores •widower •independent •stay-at-home •running

About 14 per cent of all families with dependent children have only one parent. In the US about a fourth of the children live with only one parent. A one-parent family may be headed by a (1)_____ father or mother, by a widow or (2)_____, by a married woman separated from her husband. These days, an unmarried mother may choose to have a baby without marrying the father. She wants to keep the baby rather than have it (3)_____ by foster parents.

Living with a working mother makes a child more (4)_____ than his peers. Maggie, aged 14, says, "I would never let Mum know how miserable I felt as I hardly ever saw her until 6 pm. But I felt grown up and proud being trusted with my own key. Mum never told me to do any (5)_____ until she got home, but in fact I helped her (6)_____ the house much more than if she were a (7)_____ mother. I know how much work goes into (8)_____ my own house and it will be no secret for me when I get married."

However, a child can find himself neglected and lonely. Ben, aged 11, feels abandoned coming to an empty house after school. "I hate having Mom away all day. I have to go to school by myself while all other boys have their mothers with them. I would (9)_____ with anyone extra pocket money and a chance to do whatever I want while Mom is at work if it meant having her at home. Coming home to the cooking and cleaning after a day's work makes her both too tired and too busy."

There are some (10)_____groups which a parent can join. A self-help group is one in which all the members are in a similar situation, and they help one another. An example is Gingerbread. Gingerbread, founded in 1970, gives (11)_____and advice to one-parent families. Members of Gingerbread help each other with things like (12)_____, finding work and organizing holidays for parents and children.

28 **Discuss the following questions in small groups.**

1) What are two main pathways to a single-parent family?
2) Why do children need two parents?
3) How does the absence of a second parent tell on a child?
4) According to statistics single mothers have poorer relations with their children than married mothers. Can you explain why?
5) What are the major problems of single parenting?
6) In what way can children of single-parent families grow up to be more independent?

29 **Read the first two paragraphs of the story and try to guess how Christine and the author of the letter are related and predict what will happen to them.**

Meeting Mike

The letter came quite unexpectedly. When Christine saw it lying on the mat at the front door she didn't feel any excitement. She was even yawning as she opened it. And then she saw his name and read the words she'd been longing to read for such a long time.

"I know it was dreadful of me to leave you, but I've thought of you every day since. I shall be in your area next Saturday and I would be so happy if we could meet for lunch at the Italian restaurant we used to go to together so long ago. I have no right to ask, but would you please, please agree to meet me?"

Christine's friend, Trisha, who shared the flat with her, came downstairs. Noticing the letter, she exclaimed: "How dares he...?" But then she saw Christine's face — the sparkle in her eyes, her blushing cheeks, her smile. "Are you really going to meet him?" she asked. "Of course, I am!" Christine answered.

"But he walked out on you! Without a word of explanation, a note or phone calls. He stays out of your life completely, not one word of contact, not a card. And then the moment he decides to get round to getting in touch, you drop everything and say 'yes'!"

"I have to see him, Trisha." Christine tried to explain. "I have to find out what went wrong, why he left me and why he wants to see me now."

Trisha shook her head. She knew how vulnerable her friend was.

"He broke your heart," she said. "You told me about all those nights you cried into your pillow. Don't build up your hopes, Chris, he could hurt you that much again."

"No, I'm stronger now," said Christine. "That's one of the reasons I want to see him. To show him that I've survived without him. I want him to look at me and be sorry that he walked out on me."

"Have you thought that this could be a one-off that he might not want any more contact?"

"That's a risk I have to take."

"In that case," said Trisha, "we'd better go shopping. We need to buy you a lot of new clothes, get your hair done. You don't just want to impress him, you want to stun him. You don't want to look too formal, but you have to appear smart and make a good impression. At the same time you should not look too rich, in case he asks for a loan or expects you to pay for lunch."

"Trisha, stop that!" cried Christine. "Everything's going to be fine!"

Once they'd done their shopping, they stopped for lunch.

"Have you rung him up yet to say you're coming?" asked Trisha.

Christine shook her head: "I can't pluck up the courage. I know I won't find the right words and will appear stupid. I keep hoping that I'll get his answer phone, but how can I be sure?"

Trisha pulled out her mobile and dialed the number she had seen in the letter. "Is that Mike?" she asked. "Good. This is Miss Richmond's secretary. I'm just ringing to confirm that she will meet you for lunch on Saturday."

"Trisha!" Christine cried. "Why did you say you were my secretary?"

"Well," smiled Trisha. "You want him to think you've moved on without him, don't you? He was pretty impressed, I can tell you."

On Saturday morning Christine felt really sick with apprehension as she planned what she would say to him, rehearsing her words over and over again.

By half past eleven, she'd almost decided not to go. "But if I don't, will I regret it for ever?" she asked Trisha.

"Why don't you just take a look at him and then make up your mind?" Trisha suggested. "See how he looks, how you feel when you see him. If you are upset, just leave."

It was sound advice. So, Trisha drove her to the restaurant. Christine took a deep breath, got out of the car and walked in.

She saw him as soon as she got inside. Even though he had his back to her, she was sure it was him.

As she stood there, he turned anxiously and then spotted her. He stood up.

"Chrissie!" he cried and held open his arms. And she ran into them.

"Oh, darling," he cried, hugging her. "Oh, I've thought of you every day. I have so much to tell you, to apologize for, to say. I can't even begin to make up for all I've missed, but I can make a start."

Christine looked up at him, tears in her eyes. Everything she had planned to say, all her speeches, had gone from her mind. But there was no need. Just one look at him told her that everything would be all right. She hugged him tight and whispered the two words that mattered the most in the world: "Hello, Dad."

30 **Try to remember in what situations of the text the following words and expressions were used:**

- to yawn
- to walk out on smb
- to get in touch
- vulnerable
- to survive
- to pluck up the courage
- to confirm
- to whisper
- to regret
- to hug

31 **Explain why:**

- Christine didn't feel any excitement when she found the letter.
- Trisha thought it was not a good idea for Christine to meet Mike.
- Christine wanted to see Mike.
- The girls decided to go shopping.
- Trisha thought it would not be easy to choose a new outfit for Christine.
- Christine didn't phone Mike herself.
- Trisha introduced herself as Christine's secretary.
- Christine didn't say to Mike what she had planned to as soon as she saw him.

32 **Guided retelling. Complete the notes in Trisha's diary and retell the text:**

Wednesday, 22 May.

- Today Chris got a letter from ..... I was surprised at her reaction. I was sure she..... but she said ..... Then I suggested we should ..... and buy.....

Thursday, 23 May.

- After..... we stopped....., and I asked Chris if ..... She said she hadn't. Then I ..... Chris was surprised, of course, but I explained .....

Saturday, 25 May.

- All morning long I had to listen to Christine who was..... Then, at about ..... she decided she..... But I suggested she should....., so I drove her..... I stayed in the car outside in case she didn't want to..... after all. But she didn't come out. Through the window I could see them — they..... I hope from now on it's going to be all right.

33 **Discuss the following questions.**

1) What do you think had happened in Christine's family before the events described in the story took place?
2) Why was it so important for her to prove that she had survived without her father?
3) Do you support Trisha's attitude to Christine's decision to meet her father? Why do you think she was so pessimistic?
4) Try to imagine what Christine was going to say to her father when they met?
5) How do you expect Christine and her father's relationships to continue?

XI. REVISION TRANSLATION

34 Translate into English.

Шторми в океані любові

Як говорять психологи, сімейне життя складається в основному з криз, коли стосунки стають нерівними або дають тріщину, розпалюються сварки і виникають проблеми. Нескінченні розбіжності, натягнуті стосунки з родичами партнера по шлюбу часто призводять до ворожості між чоловіком і дружиною, і сімейне життя перетворюється на бойовище. Шлюб може розпастися. А як же любов, гармонійне життя разом і спільні цілі? Американські психологи вважають, що в родини є п'ять віків, і зміна кожного є криза. Якщо всі проблеми позаду, сімейні стосунки стають міцнішими. Якщо компроміс знайдений і конфлікти улагоджені, шлюб не розпадається і подружжя упевнені одне в одному більше, ніж раніше.

З чого починається родина? Зі знайомства, побачень, освідчень у коханні, пропозиції руки і серця і весілля. Тому що саме з цього починається...

КРИЗА ПЕРША: нас двоє, і ми повинні спочатку знайти відповіді на багато питань:

- Хто з нас і в яких випадках буде приймати рішення?
- Який доход є прийнятним? Як створити відповідний йому стиль життя і не розтратити даремно гроші?
- Чи буде чоловік єдиним добувачем? Чи буде дружина вносити свій грошовий внесок, чи ж вона буде основним розтратником?
- Може, ми будемо мати роздільні доходи?
- Хто планує відпочинок і розваги?
- Коли ми збираємося народити дитину?

Хіба наше кохання, глибоке і щире, не може вирішити ці питання само? Ні, чесні відповіді ми повинні шукати самі, щоб потім дотримуватися тієї ж думки з багатьох питань, уникаючи непотрібних суперечок.

КРИЗА ДРУГА: нас троє.

«Молодість скінчилася,— буде думати розстроєний чоловік, — ця рутина тепер назавжди. Їй була потрібна дитина, а не я». «Де були мої очі, коли я виходила заміж? Хіба я можу жити з такою людиною?»

На думку психологів, розбіжності в родині після народження першої дитини не дають чоловіку домогтися успіху в кар'єрі і часто викликають зловживання алкоголем чи зради. Головна ознака того, що друга криза переборена, — успіхи чоловіка на роботі.

ТРЕТЯ КРИЗА: йдемо до школи.

Чому ми так хвилюємося, коли наша дитина перший раз йде в школу? Тому що складаємо перший суспільний іспит, як ми його виховали в родині. Знак того, що іспит складений успішно, — дитина росте здоровою і з задоволенням ходить до школи.

ЧЕТВЕРТА КРИЗА: цей важкий підлітковий період!

Ваш бунтівний підліток утверджує своє «я». А в батьків криза середини життя. Чого мені вдалося досягти? Чи збулися мрії? Усе важливе вже позаду? Деякі батьки намагаються якомога довше вважати своїх дітей маленькими. «Він ще маленький» можна перекласти як «Я ще молодий (молода)». Але дитина однаково заживе своїм життям.

Може, настав час згадати про любов? Якщо, як і раніше, нам є про що говорити і мовчати разом, п'ятий сімейний вік — «знов удвох» — буде прекрасний.

Unit 10

HOME, SWEET HOME

I. LEAD IN

1 **Below there are three English proverbs that stand for Ukrainian "Немає ніде краще, як удома". Sort them out and read the proverbs. Then answer questions a—e.**

•	East	home	west	or	is	best
•	place	no	is	There	home	like
•	Home	where	heart	is	is	your

a) Have you ever been homesick when you were away?
b) What exactly were you missing?
c) There is a word "house" and a word "home". What is the difference between them?
d) Can you say that the house you live in is your home?
e) What do you like in your home most of all?

II. VOCABULARY

TYPES OF DWELLING

- a detached house
- a semi-detached house
- a terraced house = a row house (*AE*)
- a block of flats = an apartment building (*AE*)
- a skyscraper
- a multi-storeyed building
- a (five)-storeyed house
- a cottage, a country house
- a bungalow
- a palace
- a mansion
- a villa
- a hut
- a homestead
- a flat = an apartment (*AE*)
- a self-contained flat
- a (two)-bedroom flat
- a (three)-room(ed) flat
- a bedsitter = a studio (*AE*)
- a penthouse

2 **Label the pictures with appropriate words.**

3 **What types of dwelling do the following definitions describe?**

1) A house built all at one level, without stairs.
2) A small, simply built house or shelter made of wood, mud, clay and grass.
3) A king or queen's place of residence.
4) A very large, imposing house, in which rich people usually live.
5) A row of houses with common walls.
6) A one-room flat.
7) A small house in the country, usually with a garden.
8) A tower block.
9) A flat with its own kitchen, bathroom and entrance.
10) A house joined to another house on one side.
11) An expensive house in the country with a large garden, especially in southern Europe, used for holidays.
12) An expensive and comfortable flat/ apartment or set of rooms on top of a tall building.
13) A farmhouse together with the land around it.

III. LISTENING

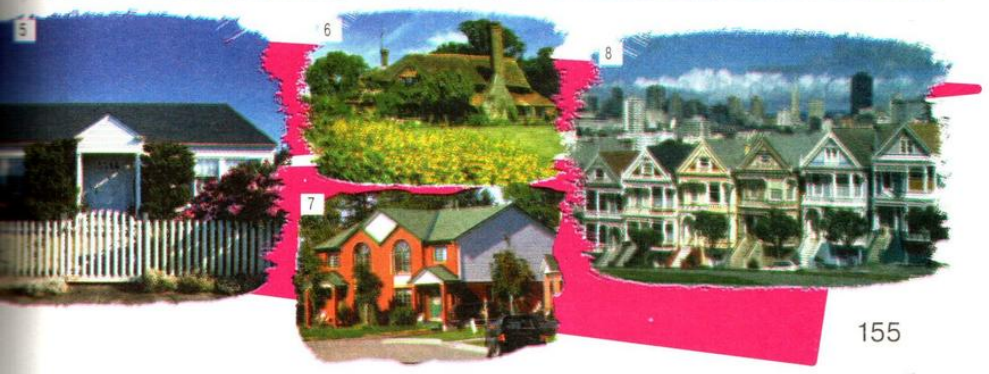
4 **Listen to the descriptions of houses and guess the type of house that fits best the description:**

A. _____
B. _____
C. _____
D. _____
E. _____

5 **Look at the words that are used to describe houses and flats and put them into appropriate columns in the table below.**

- brick
- clay
- concrete
- cosy
- municipal
- country
- crammed
- dilapidated
- concrete and glass
- in good/ bad condition
- luxurious
- messy
- modern
- mud
- neglected
- private
- spacious/ roomy
- stone
- stuffy
- suburban
- tidy/ untidy
- town
- wooden

PERSONAL OPINION	MATERIAL	LOCATION	FORM OF PROPERTY



IV. SPEAKING

6 **Answer the questions about the place you live in:**

1) Do you live in a town or a country house?
2) Is it conveniently located?
3) What does the house overlook?
4) Is it a typical house for Ukraine? If not, what is special about it?
5) What condition is it in? What could be done to better it?
6) What is it made of? Is your family satisfied with the material it is made of?
7) Does your family own this house/flat or do you rent it?
8) How many times has your family moved houses? When did you move into the house where you presently live?
9) Does your family have a dacha? Can you describe it?

7 **Talk about the advantages and disadvantages of living in:**

- a self-contained flat
- a detached house
- a country house
- a palace

8 **Explain what the expressions with the word 'home' mean in the following sentences:**

1) I'm so glad you've come to pay us a visit at last. Have a seat and make yourself at home.
2) My granny lived on her own after Grandpa died. She's getting old and weak, so she moved into an old people's home last year. She's looked after there, so my parents don't have to worry about her much.
3) I'm quite happy to stay at home most evenings. I'm out at work all day.
4) His macaroni was so delicious that it was clear he was quite at home in the kitchen.
5) They have always been kind to me, but I've never felt at home with them.
6) My cousin's football-mad. He's a Liverpool supporter. He goes to all their matches when they're playing at home and he even goes to some of the away ones.
7) My flat seems to get smaller as the years go on. I've got so many things now and I never seem to be able to find a home for them.
8) When I worked in Germany as an au pair, I had a great time. The family I worked for were very nice and they treated me like one of them. It was really a home from home.

9 **Fill in the missing part of the compound words using "house" or "home".**

1) Do you think it is true that most married women in Ukraine are _____wives?
2) The brand name Panasonic has become a _____hold word; this name is very well known and talked about.
3) I have always preferred _____ — made cakes to those bought in the shop.
4) A _____keeper is a person whose job is to cook, do the shopping and clean the house for its owner.
5) My mum has to travel a lot on business and she says that she gets _____sick after staying a couple of days in the hotel.
6) The men in our family share all the _____work, including washing and ironing.
7) My granny always cooks something special for my _____comings.
8) If you are unable to leave your place because you are ill or not allowed to do it, you are _____bound.
9) When you eat your _____grown fruit and vegetables, you are sure that they are produced without pesticides.
10) You can speak about your native country as your motherland, fatherland or your _____land.
11) When our neighbours finally moved into their new house, they threw a fantastic _____warming party, inviting practically everyone who lives in our residential estate.

V. LISTENING HOUSING GEOGRAPHY

10 **Answer the questions.**

1) How much do you think the geographic position and the climate of the country may influence its architecture? Try to provide examples.
2) You've certainly watched many foreign films and you may have noticed some characteristic features of houses in different countries. What are they?
3) Which features are more characteristic of Ukrainian houses and why?
   - open-shaped houses or compact houses;
   - flat roof or steep roof;
   - large windows or small windows;
   - windows facing the sun or shaded from the sun;
   - heavily furnished rooms or rooms almost empty.

11 **Match phrases 1—10 with appropriate phrases a—j. Then listen to the recording to see whether you are right.**

A	B
1) compact houses are built	a) to provide privacy
2) houses are built round the courtyard	b) to keep easily warm
3) steep roofs are built	c) because people need a cool place in the open air
4) flat roofs are built	d) to let in as little light and warmth as possible
5) large windows are built	e) to admit air but not too much sun
6) shutters are installed	f) to let snow lie like a blanket
7) small windows are made	g) to keep rainwater off
8) verandas and balconies are built	h) because people don't often use them
9) rooms are barely furnished	i) to let in as much sunlight as possible
10) a house/ flat is divided into a number of small rooms	j) to shade windows from direct glare of the sun

VI. READING AND SPEAKING

12 **Olesya is guiding an excursion of British tourists interested in Ukrainian folk culture. Now she is taking them to see a traditional Ukrainian khata.**
Read the text quickly to find answers to the following questions:

1) What were the usual building materials for traditional Ukrainian houses?
2) What is specific about the roof of the house the tourists are visiting?
3) How did the Ukrainians use to decorate window frames, door jambs and shutters?
4) What are the two possible plans for the Ukrainian homestead?
5) Which farm buildings does the guide mention?
6) How many rooms are typical of a Ukrainian khata? What are they?
7) How many rooms are there in this cottage?
8) Why does the guide say that the peasants who lived in the house must have been quite rich?
9) What do the tourists see on the beam the guide points at?
10) What is the shelf between the stove and the wall meant for?

Ladies and gentlemen, now we are standing in front of a Ukrainian dwelling, which is typical of villages, towns and even outskirts of big cities, *the khata*. This one is built of stone, but Ukrainians also used a mixture of clay and cut straw. In forest areas the predominant building material was wood. You can see, the house has a straw roof, which is rather high, making possible a high and convenient loft with a small window.

The outside porch we are now on is almost always found in Ukrainian houses. Like the one here, it is built in the form of a small gallery along the front wall.

Let me turn your attention to the front door. It's a single door on iron hinges and it is secured with wooden locks. The threshold is quite high, so that water cannot get in, nor animals enter the house. As you can see, the door jambs, as well as the window frames, which we'll examine a little later, have carvings of a geometric character.

Certainly, Mr Bowling, I'll take a picture of you on the porch. Right then, lean against the door jamb so that the carvings could be seen.

Now, let's get down the stairs and see the windows. They are six-paned, but it is not a rule. You can find houses with one, two, three-paned windows. The

13 **Try to explain to someone who doesn't know much about Ukrainian khatas what the following things are:**

- the corner of honour
- a plank bed
- a storeroom
- a dog kennel
- a barn
- a wicket
- a homestead
- carvings
- door jambs
- hinges

14 **Describe the picture of the Ukrainian khata opposite. Say whether the khatas in the area where you live differ from the one in the picture.**

windows have wooden shutters that are covered with designs. This bird pattern was really very popular in this area at the beginning of the 20th century.

As for the homestead, its layout is not quite identical everywhere. In this region all the outbuildings are separate from the farm house. In other areas they are joined under one roof with the main house, and form a kind of fortress surrounded by a high wall. To have a fence around the farmyard is quite characteristic of a Ukrainian house. In the fence there are gates with wooden bars. You may have noticed how beautiful the gates and the wicket are. We'll stop to look at them more attentively when we're leaving the house. There on the left you can see the principal farm buildings. They don't look very attractive, I'm afraid. The wooden hut on the left is a barn, next to it there are stables for cattle. No, no, you are mistaken, Mr Kirby, the small construction is not a dog kennel, it's a henhouse, that's why the opening is rather high above the ground. Now you can explore the outbuildings on your own. I'll be waiting for you near the porch in about fifteen minutes.

Well, now let's move inside the farmhouse. Mind the steps, Mrs Fowl... Oh, I'm so sorry!

Yes, Mrs Kirby, it is a typical Ukrainian house. I really regret to say it, but your information about one-room dwellings is not correct. Actually, the dominant type of Ukrainian khata has three parts: an entrance hall, rooms to live in and the storeroom. You can see, that in this house part of the storeroom was converted into the second room and the living room was evidently divided into two separate parts.

The walls of the rooms are whitewashed, so be careful not to spoil your clothes. I think, the peasants living in this house were well off, as they had wooden floors, which is unusual. The floor was most frequently made of earth covered with clay.

Now I want to draw your attention to another interesting feature of the khata. Look at this beam. You can see family dates carved on it. No, no, please, Jerry, don't carve anything on the beam — it's not meant for tourists!

Now a few words about the house arrangement. On one side of the entrance from the hall is a stove. The table is too high, Mrs Fowl? Which table? The one between the stove and the shorter wall? Oh, no, Mrs Fowl, it's not a table, it a plank bed — a sleeping place.

In the corner of honour, on the walls, hang the icons which are often decorated with embroidered towels and dried flowers. As for the items of traditional furniture...

VII. READING

WHO LIVES WHERE?

15 **Read text A and agree or disagree with the statements and explain your point of view:**

1) About two thirds of British householders share their house with another family.
2) Bungalows have recently become popular with big families.
3) British people use a wide variety of auxiliary heaters, such as electric blankets, for example.
4) The majority of flats and houses are heated by means of open fireplaces.
5) The front garden and the back garden may look alike.

16 **Read text B and answer the following questions:**

1) How many bedrooms does a typical American house have?
2) Why do some Americans have two homes?
3) Why are 70% Americans lucky? What about the rest?
4) How often do Americans move? Why?
5) Can Americans be called a conservative nation as to their houses?
6) Where do young Americans and young married couples live?
7) Where can old people live?
8) How did native Americans build their houses?
9) What architectural style is typical of California?
10) Can you explain the difference between old and modern ranches?

A. Housing in Britain

The size of a house or flat in Britain still tends to be measured by the number of bedrooms rather than the area in square metres. As well as preferring houses to flats, for many people a garden is also an important consideration.

The overwhelming majority of new houses are two-storey houses, built either in rows (terraced houses), in pairs (semi-detached houses), or singly (detached houses), with a small enclosed garden at the front and the back. In recent years a considerably higher proportion of new housing has been in the form of flats, and blocks of flats have now become a common feature of the urban scene.

An increasing number of people, chiefly elderly persons and childless couples, prefer to live in bungalows. Accommodation known as "sheltered" housing provides homes (with some degree of assistance) for elderly and disabled people.

Families prefer to live in houses rather than in flats (apartments). 78% of householders occupy a whole house, 21% live in shared accommodation. The remainder lives in mobile homes (caravans) or in accommodation rented with business premises—for example, rooms over a shop.

Wealthy people can always find the house of their dreams. They can buy a luxury house or flat in a most expensive district. For some people, the address of their property is important because it shows they are wealthy.

Some people have two homes, a flat in town and a cottage in the country. A "cottage" is not necessarily small — it may be quite a large country house.

Most houses in Britain are still built with bricks, but house-building is much more mechanized than it used to be. Contemporary bricklayers, plasterers, tilers, joiners, glaziers, painters, electricians and plumbers use modern techniques, and work with new kinds of materials and standardized components. The unit-construction of blocks of flats, using large prefabricated concrete panels or room-units, is not yet widespread in Britain, however. The outer walls of most houses and bungalows and even many blocks of flats are built of brick; stone and wood are used chiefly for decorative purposes.

Some flats and the great majority of houses used to be heated wholly or partly by means of open fireplaces. But recently central heating has become more common.

Modern British houses rarely have attics, cellars or balconies, and double glazing is also a rarity.

As almost every house has a small garden, window-boxes and indoor plants are less common than in some other countries. The front-garden, which is often surrounded by well-trimmed hedges, usually consists of a smooth green lawn surrounded by neat flower-beds. The back garden may be similar, or may be used for growing vegetables. In either case it will almost certainly contain a wooden shed in which tools, bicycles and all sorts of odds and ends are kept.

B. Housing in the USA

American homes are some of the largest in the world. Many have a garage for one or two cars, a big, modern kitchen, a living room, and a playroom for the children. Upstairs there are two bathrooms and three or four bedrooms.

Some families have two homes. They may have one house or apartment in the city or suburbs where they live and work and another home near the sea or in the mountains where they spend weekends and vacations.

Seventy percent of Americans buy the house they live in. The rest rent their home from a landlord. The poorest people live in "public housing" apartments.

Americans who live in towns and cities often move. A family stays in one house for four or five years, and then they move again. Some people move because they have found a new job. Other people move because they want a bigger or a smaller home. In American suburbs, families come and go all the time. Every year 20% of Americans move house.

Americans are always trying to make their homes better. They take a lot of time to buy furniture and make their homes beautiful. They work hard on their homes in the evenings and on weekends.

Many young Americans do not live with their families, but in apartment blocks or residential areas where everyone is more or less of the same age. Young people often move away from home when they leave school into rented apartments or small, one-room "studio" apartments. They do their own cooking and cleaning, and go to the family home perhaps for the weekend.

Old people seldom live with their grown-up children. Many live in old people's homes. Some live in special towns built for old people, where there are no young children and the atmosphere is quiet.

American houses vary a lot depending on the region they are in.

Native Americans' homes were tall, round tents called "tepees". They stood in a circle, each covered with buffalo skins sewn together. Many tepees had beautiful religious paintings on them showing animals and the sun, the moon and the stars. There was a fireplace inside and a hole in the roof for the smoke to go out. Natives in the hot, dry Southwest built villages called "pueblos" in high places on rocky cliffs. Pueblo houses were made of stone, wood and "adobe"— dry mud bricks. You can see adobe houses in many places in the Southwest, but they are different from the old ones, because original pueblo houses didn't have either doors or windows not to let enemies come in. People climbed up ladders onto the roofs and then down inside the houses through holes made in the roofs.

In the Northeast (Virginia, Maryland, New England) you will find a lot of old historical houses of red-coloured brick or white-painted wood, with long windows in the "colonial" style.

California is famous for its one-story bungalows with a yard around it. In the centre of it there is an open place, or "patio", with buildings on the sides. People work, cook, sunbathe, talk to their friends on the patio — actually, live half inside and half outside. Swimming pools can be found in many of them. People copy the idea of patio all over the country, but not everyone can afford their own swimming pool in their own backyard.

Farmers in the South (Texas, New Mexico, Georgia) and Midwest are famous for large farmhouses —"ranches". They are not wooden any more. New ranches have concrete walls, big glass windows and air conditioning to keep them cool.

The older cities (Boston, New York, San Francisco) have a lot of old "brownstone" apartment houses in inner cities. American suburban houses have large backyards and no fences between the houses, only one floor in "ranch" or "bungalow" style and no stairs. They are especially good to start a family and to raise children, to make friends with people in the neighbourhood.

17 **Compare housing situation in Great Britain, the USA and Ukraine. Discuss the common features and differences.**

18 **Translate into English.**

1) Дім, милий дім. Неважливо, у якому будинку ви мешкаєте, в окремому будинку, будинку на двох хазяїв, у квартирі багатоповерхового будинку чи у скромному бунгало. Це те місце, куди ви один раз переїхали, і воно стало вашим другим «я». Звичайно, розміри вашого житла залежать від розмірів вашого доходу. Одні люди можуть собі дозволити просторий будинок, побудований з цегли, у пригороді з прекрасним видом на річку чи ліс, інші мешкають у місті, в однокімнатній квартирі. Але головне, щоб ваш будинок був затишним місцем, куди вам хочеться повертатися після роботи чи навчання, де ви збираєтеся з друзями у вихідні дні чи на свята.
2) Америка — це країна хмарочосів. Це те, що завжди вражає людей, які уперше відвідали цю країну. Ці сучасні будинки, побудовані зі скла і бетону, є у всіх великих містах США. У них розташовуються офіси компаній, квартири, а на останньому поверсі знаходяться розкішні оселі, що називаються пентхауз. Багаті люди воліють жити в приміських будинках: особняках, віллах, деякі з них схожі на справжні палаци.
3) Мій друг часто переїжджав протягом свого життя. Його житлові умови і житло залежали від його кар'єри і доходу. Коли він був бідним студентом, він наймав невелику однокімнатну квартиру, у якій завжди панувало безладдя. Після закінчення університету він одержав місце банківського службовця і переїхав у невеликий котедж. Це житло тільки називалося котеджем, більше воно було схоже на постарілу хатину. Він намагався утримувати своє нове житло в порядку і навіть ремонтував його, але все одно воно було в поганому стані. Після підвищення він переїхав у муніципальний будинок на двох хазяїв недалеко від центра, де і мешкає зараз. Його мрією залишається купити окремий будинок.

VIII. VOCABULARY AROUND THE HOUSE

- a fence
- a hedge
- a gate, gates
- a front/ back garden
- a vegetable garden, a kitchen garden
- an orchard
- a lawn
- a flower bed
- a hothouse, a greenhouse
- a path
- a drive(way)
- a garage
- a shed
- a well
- a rock garden
- a frame for beating carpets
- a kennel
- a dustbin = garbage can (*AE*)
- outbuilding
- a terrace

19 **Work in teams of 3—4. Each team draws a plan of their dream yard of a cottage and then describes their project explaining the advantages of the proposed layout. Discuss which plan is the best.**

IX. VOCABULARY — CONVENIENCES

- mod cons
- electricity
- gas
- hot and cold running water
- central heating
- a heater (gas, electric, convector)
- a radiator
- an antenna = an aerial (*AE*)
- a satellite dish
- a rubbish chute
- air conditioning
- telephone

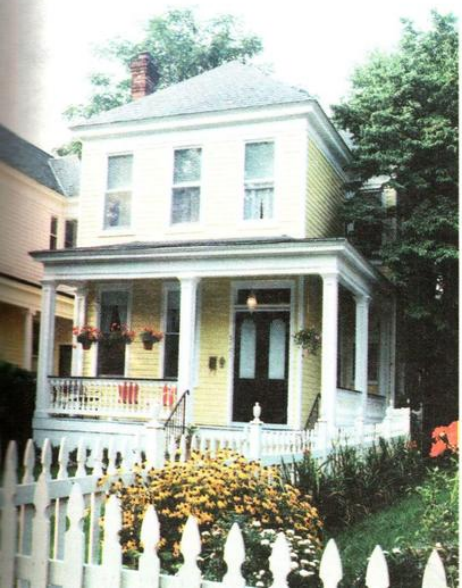
20 **Answer the following questions:**

1) What mod cons have replaced candles, a well, and a fireplace?
2) What devices help to keep the room warm?
3) What's the difference between an aerial and a satellite dish?
4) What mod cons can hardly be found in a cottage?
5) Why do people install air conditioning in their houses?
6) What mod cons do you think can appear in the future?

X. VOCABULARY — PARTS OF THE HOUSE

- a roof
- a chimney
- a loft, an attic
- a balcony
- a drainpipe
- a gutter
- a porch
- a veranda(h)
- a terrace
- a basement
- a cellar
- an entrance
- a front/ back door
- a staircase
- stairs
- a landing
- a step
- ground floor = first floor (*AE*)
- a French window
- a dormer window
- a bay window
- a sash window
- a window sill
- a skylight
- a shutter
- a flower box
- a conservatory

21 **Compare the houses in the picture. Find at least 10 differences.**



22 **Label the parts of the door in the picture using the words below:**

a) a door mat
b) a door bell
c) a doorhandle
d) a doorstep/ a threshold
e) a keyhole
f) a letterbox
g) a knocker
h) a spy-hole

23 **Guess what it is:**

1) a small simple building used for keeping things in or as a workshop
2) a deep hole dug in the ground for obtaining water from an underground source
3) a wide hard path that leads from the street to a garage
4) a room or space just below the roof of a house, often used for storing things
5) a small area at the entrance to a building covered by a roof
6) a hollow metal device connected by pipes through which hot water is pumped to heat the house
7) an electric, oil or gas device used for making air or water warmer
8) a structure made of wood or wire supported with posts that is put between two areas of land as a boundary
9) wooden or metal covers that can be closed over the outside of a window to keep out the light or protect it from damage
10) a door with long glass panes opening onto a garden or balcony
11) a part of a door or a drawer that helps to keep it shut and prevents other people from opening it
12) a small platform on the upstairs outside wall of a building with a railing around it
13) a piece of wire or metal rods fixed to a building or a car to receive television or radio signals

24 **These things are sometimes confused. Do you know the difference between them? Write down the words next to their definitions.**

1) Gutter, drainpipe

_____ a long metal or plastic channel fixed under the edge of a roof to carry away rainwater

_____ a tube through which rainwater can flow down from the roof to a drain/sewer grate

2) Conservatory, a hothouse/greenhouse

_____ a room with glass walls and a roof used for sitting in to enjoy the sun and to protect plants from cold, it is built against an outside wall of a house

_____ a heated building, usually made of glass, used for growing delicate plants

3) Basement, cellar

_____ an underground room used for storing things, e.g. wine, coal, etc.

_____ a room or rooms in a building, partly or completely below the level of the ground

4) Terrace, veranda (*AE* porch)

_____ a flat hard area, especially outside the house, where you can sit and enjoy the sun

_____ a platform with an open front and a roof, built onto the side of the house on the ground floor

5) Stairs, steps, staircase

_____ a flight of outdoor stairs

_____ a set of stairs inside a building including the posts and banisters (rails) that are fixed at the side

_____ a set of steps between two floors inside a building

6) Fence, hedge

_____ a row of bushes or shrubs planted together and forming a boundary

_____ a structure made of wood or metal around a garden or yard

7) Floor, storey

_____ the word is used mainly when you are talking about the levels a building has

_____ the word is used mainly to talk about which particular level in the building someone lives on, goes to, etc.

25 **Choose the correct answer.**

1) The narrow _____ from the gate to the garage was overgrown with weeds.
- **a)** passage
- **b)** path
- **c)** road

2) We haven't got a garage, so we leave our brand-new car outside in the _____.
- **a)** driveway
- **b)** garden
- **c)** shed

3) Their one-room shabby flat was in the _____.
- **a)** cellar
- **b)** ground
- **c)** basement

4) My granddad kept his old bicycle in the _____.
- **a)** conservatory
- **b)** shed
- **c)** greenhouse

5) He drove through the open _____ and stopped at the garage.
- **a)** front door
- **b)** gate
- **c)** terrace

6) People grow various vegetables in the _____.
- **a)** lawn
- **b)** garden
- **c)** orchard

7) We can't open the door because the _____ has come off.
- **a)** doorhandle
- **b)** doorbell
- **c)** lock

8) Many detached houses have an underground room for storing wine or coal, which is called _____.
- **a)** an attic
- **b)** a cellar
- **c)** a shed

26 **Which word is the odd one out? Explain your choice.**

1) bungalow, mansion, detached house, terraced house
2) gates, driveway, ceiling, flower bed
3) ceiling fan, fireplace, heater, radiator
4) cellar, chimney, attic, roof
5) door mat, keyhole, doorknob, spyhole
6) estate agent, tenant, hostess, landlord
7) to pull down, to rebuild, to alter, to design

27 **Work in pairs. The picture of the house on page 157 is for Student A. The picture on page 167 is for Student B. In turn ask each other questions to find out all the differences between the pictures.**

XI. READING AND SPEAKING

28 **Work in pairs. Students A: read the descriptions of the four houses given on page 166. Students B: read the descriptions of the houses on page 174. Take turns to ask questions about the texts to find differences. Underline them and write the words that differ in the right column.**

Student A

1) Shortly after completing his famous Paris tower, Gustave Eiffel built a three-storey house in a small town on the French Riviera. The house was badly damaged during the last war but restored using local materials. The first floor has a living room whose double glazed windows come onto the overgrown garden with Mediterranean plants and native flowers. The dining room which is also on the first floor has a fireplace. The modernized kitchen is fully equipped. Beautiful wooden stairs lead upstairs, where four bedrooms and a sitting room are located. The property also includes a swimming pool and a caretaker's cottage.

2) Located above a beautiful beach, this whitewashed stone house enjoys expansive views of the lake. On the ground floor the residence has an entrance hall, a large living room and a spacious kitchen. The master bedroom, with a dressing area, and a nursery are on the second floor. An independent guest section on the second floor has a bathroom, a loft sitting area and a kitchenette. Tall wood-beam ceilings and marble floors are found throughout. Additional guest quarters include a two-bedroom guesthouse with a porch and a detached studio.

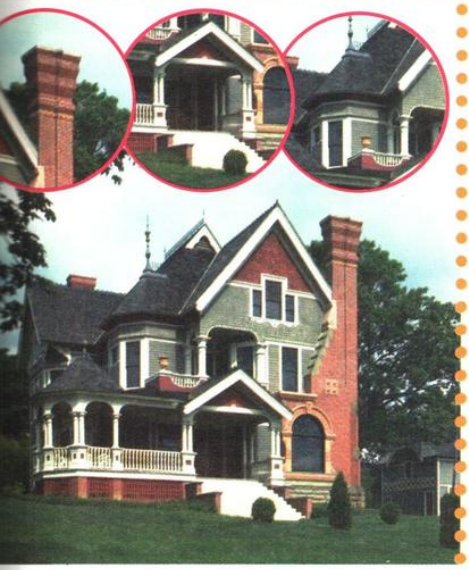
3) Designed in the local style, this three-bedroom villa is crowned with a flat roof based on brightly coloured walls and columns. Bamboo blinds filter the sunlight in the large open dining room on the first floor. Upstairs, beyond the shuttered terrace, there are three air-conditioned bedrooms with hardwood floors. Drainpipes in the form of Chinese monkeys beautifully ornament the villa. A separate pavilion, in the front garden, houses the dining area which has an airy kitchen and a bar.

4) This fine semi-detached house has now been sensitively developed into completely self-contained apartments, each with its own private entrance and veranda. Heated by fireplaces, this apartment is available for letting from early spring till late autumn and takes up the whole of the first floor giving magnificent views from all windows. A driveway from the house leads directly to the pebble beach. West facing garden is furnished with the garden furniture.

XII. SPEAKING

29 **Interview your partner about the house or a flat he lives in using the table. Tell your groupmates what you have found out.**

CHARACTERISTICS	YOUR GROUPMATE'S HOUSE/FLAT
Type of the house/ flat	
Location	
Floor/ Storey	
Number of rooms	
Material	
Front door	
Windows	
Around the house	
Conveniences	
Atmosphere	



30 **Make up dialogues to illustrate the situations below and act them out in class:**

1) You spent last Sunday at your friend's summer house. Tell your mother what you liked and disliked about the house and its premises. Answer her questions.
2) You're newlyweds. Decide on a place to live.
3) You are offered to exchange the house (the flat) you and your groupmate are really living in now. Will you accept or turn down the suggestion? Each of you should motivate your decision.

31 **Discuss the following questions in your group.**

1) If you could change one important thing about your house, what would you change?
2) Some people spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community, or even climate. Which do you prefer: staying in one place or moving in search of another place?

32 **Look at the picture of the house Ammonite and read the information about it. Would it make your dream house? If not, describe a dream house you would like to have.**

- A truly amazing and remarkable conception set in secluded wooded grounds
- Hall, spacious open plan room providing study, sitting room, games area, bar
- Dining room
- Kitchen/ breakfast room
- Extensive domestic offices
- Master bedroom suite
- 2 guest bedroom suites
- Indoor swimming pool complex with spa bath and changing room
- Recording studio (possible secondary accommodation)
- Well landscaped gardens
- Extensive wooded grounds

33 **Discuss the pros and cons of living in the dream house above. Use the expressions from the Useful Language box to ask for your partner's opinion and to give your own.**

USEFUL LANGUAGE

Asking for opinion	Giving/ expressing opinion
• What do you think of this?	• I think/feel/ believe that..
• How do you feel about...?	• The way I see it...
• What's your opinion of...?	• It seems/ appears to me that...
• What are your views?	• As far as I am concerned...
• What's your reaction/ response to this?	• In my opinion...
• Can we have your input on this?	• As I see it...
	• From my point of view...
	• If you ask me...
	• Let me say, first of all, that...
	• I would like to point out that...

34 **Translate into English.**

Родина містера і місіс Таунсенд мешкає в невеликому цегляному будинку на дві сім'ї. На черепичному даху — маленьке слухове вікно і дві труби. Будинок оточений невисоким живоплотом, і від залізної хвіртки до вхідних дверей веде вузька асфальтована доріжка. Ліворуч від будинку гараж, до нього підходить широка під'їзна дорога. Як більшість будинків в Англії, будинок Таунсендів двоповерховий, у ньому немає ні балконів, ні ганку. Перед будинком малесенький садок із двома клумбами, де місіс Таунсенд вирощує троянди й інші квіти. За будинком невеликий фруктовий сад і город. Недавно містер Таунсенд побудував невелику теплицю, де він вирощує помідори й огірки. Вирощування овочів для містера Таунсенда не бізнес, а хобі. Звичайно, приємно пригощати свою родину і друзів овочами і фруктами, вирощеними у власному саду.

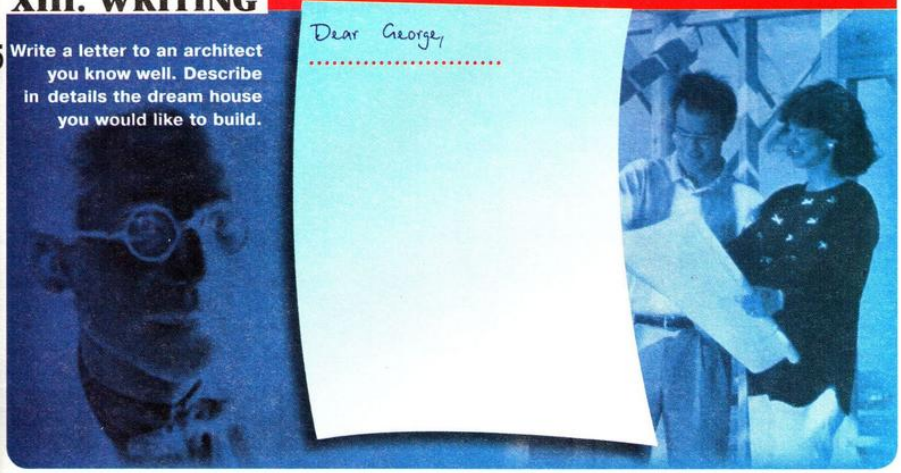
За будинком є також невеликий сарай, де господарі зберігають садовий інвентар, драбини та дитячі велосипеди, для яких немає місця в будинку.

На вхідних дверях є кругла дверна ручка і дзвінок. На дверях немає вічка, оскільки через скло можна бачити, хто дзвонить чи стукає в двері. Перед дверима маленький килимок, щоб витирати ноги. Планування будинку типове для англійських приміських районів. У будинку немає ні цокольного поверху, ні підвалу. Коли будинок був побудований, десь на початку 20-х років, у ньому не було центрального опалення і водопроводу. Зараз у кожній кімнаті є батареї, і воду не треба носити з колодязя. На першому поверсі кухня, їдальня, вітальня і кабінет. Підлога в будинку дерев'яна.

Будинок Таунсендів дуже затишний і гостинний. Друзі люблять приходити до них на чашку чаю чи на обід. У будинку багато сміху і веселощів. Усі гості в ньому почуваються як удома.

XIII. WRITING

35 **Write a letter to an architect you know well. Describe in details the dream house you would like to build.**



XIV. VOCABULARY MOVING INTO A NEW HOUSE

- to move out
- to hunt for a house
- to let
- to rent
- to pay a deposit
- to move in(to) a new house
- to give a housewarming party
- to design
- to redecorate
- to renovate
- to rebuild
- to convert
- to restore
- to furnish
- to keep house
- to share
- to pull down

36 **There are quite a lot of things people can do with a house or a flat. Match the definitions given below to the verbs above.**

1) to alter a building in order to use it for a different purpose
2) to leave your old house
3) to pay the owner of the house or flat a sum of money in order to be able to use it yourself
4) to allow other people to use your house or flat in exchange for regular payments
5) to use a house or a flat with another person or persons
6) to put furniture, carpets, curtains and other things into the house or flat
7) to give a person you rent a house or a flat from a sum of money which is returned to you if you do not damage what you have rented
8) to try to find a house which will be good for you and your family
9) to build a house again
10) to manage the household; to do all the housework in the place where you live
11) to put new paint and/or paper on the walls of a room or a house
12) to repair and paint an old building or piece of furniture so that it returns to its original condition
13) to destroy a building completely
14) to decide how a building will look and function by drawing plans or making models.
15) to start to live in a new house
16) to repair and paint an old building so that it is in good condition again

37 **Read the text and fill in the gaps with the words from the list:**

monthly installments • removal firm • pay a deposit • original cost • tenant • estate agent • mortgage • rent • landlord (landlady)

Though homes in Britain are relatively expensive, many people own the house they live in. About 62% of all dwellings are owner-occupied (the person who lives there owns the house). Nearly a third are rented from public housing authorities.
The majority buy their homes on a (1)_____ (a loan borrowed from a building society or a bank). The loan is repaid in (2)_____over a period of twenty years or more. By the end of the mortgage period the family monthly installments will have paid over double the (3)_____of the house.
When a person finds an appropriate house to buy or rent he may (4)_____ so that it would not be sold or let to anybody else.
Houses and flats for rent in Britain are private or owned by local housing authorities. The (5)_____for public housing is low compared with private rents.
A (6)_____does not own his home. He pays rent to the owner. Private tenants who cannot pay higher rents may be evicted, for the housing shortage is so great that the (7)_____ can usually find a tenant who is willing to pay what he demands.
The average family moves once every seven years and the process of moving involves an (8)_____ (responsible for evaluating and advertising houses for sale), a building society, a bank or an insurance company for the finance, and a solicitor to handle the legal aspects of the buying and selling. People use services of a (9)_____to transfer their furniture and personal belongings.

XV. LISTENING

38 **Explain the meaning of the following phrases:**

- to get onto the property ladder
- to come onto the market
- a yet-to-be-built flat
- a rash decision
- to be within one's price range
- to be sold on a first-come first-served basis
- to get a mortgage
- down payment

39 **Many people in Great Britain are trying to get onto the property ladder. Listen to three people talking about their experiences of buying a house/flat. For each question, decide whether the opinions are expressed by Adam (A), Katie (K) or Ruth (R).**

1) I wanted to buy a house as soon as I could because the prices are increasing faster than my salary.
2) I suggested paying for the house together.
3) I still can save some money and pay off my debts, since the house will be completed only in some months.
4) I found out about the house from the estate agents.
5) I think that having a property is cheaper than renting it.
6) To invest in property was a hasty decision, I never considered it seriously before.
7) As I can't move to the house at once it will be wise to let out one of the bedrooms and thus cover my rent expenses.

40 **Answer the following questions:**

1) Why did Adam suggest investing in buying the house together with Katie?
2) Why do Adam and Katie plan to let the second bedroom in their house?
3) What were Adam and Katie's original plans about buying a house?
4) What influenced Ruth's decision to buy this very flat? (at least two reasons)
5) Why does Ruth think that the flat is a nice investment?

XVI. READING AND SPEAKING

41 **What factors are most important for you when you are looking for a house/flat?**

- garden and views
- quiet location
- efficient kitchen
- a conditioning system
- neighbours
- location close to work/ shops
- size and number of rooms
- others_____

42 **Read the text and explain why:**

1) Jack and Kayla went to the estate agency;
2) it was important for Kayla to have walk-in closets;
3) Kayla wanted to have a fenced yard;
4) the estate agent shook her head;
5) they had no luck with the seventh house they saw;
6) the estate agent stopped her car to place a call;
7) the eighth house didn't look very attractive at first glance;
8) they wanted to take a closer look at the house;
9) they decided to buy this house.

Hunting *for a House*

But today she had to focus on the matter at hand—house hunting. "Did you make your list of what you were looking for in a house?" she asked Jack as they drove to the estate agency. "Yeah." There were only two things listed, a price range and a basement with lots of room. "What about your list? What did you put on it?"

She reached into her bag to remove her notepad. She ticked off the requirements with her fingers. "Two bathrooms, one of them large. Southern or western exposure. Walk-in closets, and that's important because my rental house has zip storage space, which has been driving me nuts since I moved there. Also very important is location, it has to be in a good neighborhood for Ashley. Oh, and a fenced yard for her to play in."

When she showed her list to the estate agent the woman shook her head and said, "You may have to be a little more flexible on some of these, but we'll see what we can find."

They looked at half a dozen places without any luck. "I told you we weren't going to find a place this fast," Kayla told Jack before they headed back to the estate agent's car for the next stop. "There's no way we're going to find the perfect house, or even the close-enough house, in one day. People can search for months before finding something." "We're not done yet."

The next house was very nice, but much too expensive. As they drove on, Jack noticed a house for sale a few blocks away. "What about that one?" he asked.

It looked nondescript and a little on the small side from the front, but the agent stopped and placed a call on her car phone. "The price is within your range and it does have a basement. We can take a look at it now if you'd like. The owners have already moved out. A business transfer. It's only been on the market a week."

As soon as she walked into the house and saw the open floor plan leading to a living room with a view of a large oak tree in the fenced backyard, Kayla knew she was going to like it.

She followed the agent down the hallway leading to the three bedrooms and a large bathroom. One of the bedrooms had two walk-in closets. Then they went downstairs, where there was another bathroom along with a fireplace and a finished basement.

"This feels right?" asked Jack. She nodded.

"Then that settles it. We'll take it," he told the estate agent.

43 **Read the text about the repairs and alterations made to convert an old house into a modern dwelling.**

• It was a large old-fashioned two-storeyed building standing on about an acre of ground and situated about a mile outside the town. It stood back nearly two hundred yards from the main road and was reached by means of a by-road or lane, on each side of which was a hedge formed of hawthorn trees and blackberry bushes.

• This house had been unoccupied for many years and was in a pretty bad state. The roof leaked and the plumbing didn't work. The front steps were broken and the back door had no lock on it. It needed to be painted inside and outside. It was now altered and renovated for its new owner who wanted to see it beautifully modernized.

• There were, altogether, about twenty-five men working there — carpenters, plumbers, plasterers, bricklayers and painters, besides unskilled labourers. In the entrance the workers completely rebuilt the stairs. And all the doorways were made higher. People were obviously shorter when the house was built.

• The living room was two rooms originally, and the last owner took a wall down without worrying that it might be holding up part of the house. So they strengthened the outside wall and the ceiling in here to bear the weight.

• The new owner decided to have the dining room turned into a sort of second living room, a comfortable room where the kids could be if they had guests in the living room or whatever.

• They put new floors where the old ones were decayed. Some of the window frames and sashes were so rotten that they were replaced. Some of the ceilings and walls were cracked and broken so they had to be replastered. Openings were cut through walls, and doors were put where no doors had ever been before. Old broken chimney pots were taken down and new ones were taken up and fixed in their place. They rebuilt the fireplace — it was falling to pieces! All the old whitewash was washed off the ceilings and all the old paper was scraped off the walls as the house was going to be repaired and redecorated.

44 **Act out a dialogue between the owner of the house and his old friend who came to see the house after the alterations were over.**

45 **Translate into English.**

1) Більшість британців отримують житло одним із трьох способів. Дві третини купують свої будинки чи квартири. Близько 10% населення мешкає в будинках, які вони наймають у приватних власників. Більша частина останніх 25% живе в житлі, що наймається в місцевих рад. Такі будинки дешеві, але в багатьох областях існують довгі списки черговиків (waiting lists), і житло дістається найнужденнішим.

2) Більша частина англійців купує свої будинки в кредит, беручи позику у будівельної компанії чи банку. Позика виплачується місячними внесками протягом 20 років і довше.

3) Коли Діана Сіммерс підшукувала для себе будинок, їй потрібно було щось невелике і затишне, будиночок, з яким вона легко впорається, і в той же час до якого вона могла б додати щось своє. Зрештою, вона знайшла будинок у георгіанському стилі, що був оточений тінистими деревами. Будинок був побудований у 1820 році і потребував структурних переробок, а також досить серйозного ремонту. Діана одержувала величезне задоволення, плануючи перебудову внутрішньої частини будинку. Майже все це вона зробила сама, але найняла архітектора, який міг би впоратися з більш серйозною роботою. У будинку було три поверхи, включаючи цокольний з вікнами до підлоги, що виходили на чудовий сад. Тут вона влаштувала кухню і їдальню, у якій створила ілюзію додаткового простору за допомогою дзеркальної стіни, а маленьку кімнатку, що примикає до їдальні, перетворила на кабінет. Також там була обладнана малесенька ванна кімната, так, щоб цокольний поверх став окремим. Кімната для гостей перетворилася на основну ванну кімнату, а під дахом помістилася ще одна спальня, роблячи горище жилим. На той час, як будинок був скінчений, Діана одержала нову спеціальність — професійного оформлювача інтер'єрів.

XVII. READING AND SPEAKING

46 **Read the advertisements and say who can be interested in these houses.**

I If you are looking for style, space and comfort, then you'll find your taste reflected in one of our exclusive new properties.
Superb spacious detached house with mature south facing garden and breathtaking harbour views. Recently and extensively renovated to a high standard. Double sitting-room, kitchen, 3 bedrooms, independent central heating. Offering excellent local schooling and leisure activities. Available for immediate occupation.

II Traditional stone farmhouse in idyllic setting. 14 rooms, main house 4,150sq ft, outbuildings 950 sq ft, olive grove, spring. 10 mins nearest hilltop town, 30 mins airport, 40 mins sea coast. Electricity and running water. Strong sound structure but refurbishment required.

III A very well-proportioned detached bungalow, not far from the city centre, containing a luxury kitchen, an impressive open-plan living room with a fireplace, 4 double bedrooms, and 2 bathrooms. Gas central heating, fair decorative order throughout, large secluded garden and double garage.

47 **The following adjectives are taken from the advertisements. Put them in the table according to their meanings.**

- spacious
- purpose-built
- good-sized
- prime
- superb
- double-fronted
- pre-war
- close
- impressive
- luxury
- open-plan
- mature
- well-proportioned
- not far from
- secluded
- fantastic
- in immediate proximity to
- sweet-looking
- fabulous
- handy
- convenient
- charming
- fully-applianced

Size	Distance	Age	Other

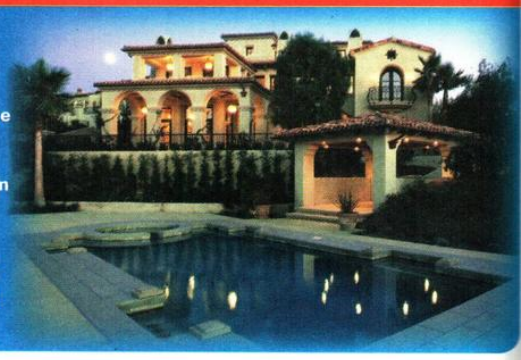
48 **Read the following sentences taken from advertisements. Say which of them would attract your attention and why.**

1) Designed and built to excite, this is a uniquely fashionable and desirable...
2) ...is superbly located in the prestigious residential area.
3) The apartment comes with a secure underground parking space and concierge service.
4) Set in the heart of the city centre.
5) The property is ideal for buyers looking for homes...
6) Ideal for weekend base, boasting beautiful countryside nearby.
7) Room for side extension.
8) Greenhouse with grapevine, small pond.
9) In need of complete renovation.
10) Newly converted luxury cottage, overlooking a river valley.
11) The rooms are a good size...
12) A new development of 107 apartments with 1, 2 and 3 bedrooms.
13) All apartments are ready for immediate occupation.
14) This fabulous glass-fronted development located on ... Street has stylish 2-bedroom apartments from 678 sq ft to 910 sq ft Minutes from the City and close to Tower Bridge.
15) A rare opportunity to purchase a log cabin as a holiday home.

XVIII. WRITING

49 **Write an advertisement for a house or flat you know well (or for an imaginary flat/house). Remember that you can exaggerate its advantages and understate its disadvantages.**

50 **Write two advertisements for the house in the picture:**
a) aimed at a prospective buyer;
b) aimed at a holiday guest.
Give all the information they might need for their purposes. What features should be emphasized for each of them?



To TASK 28
Student B

1) Shortly after completing his famous Paris tower, Gustave Eiffel built a two-storey house in a small town on the French Riviera. The house was badly damaged during the last war but restored using local materials. The first floor has a living room whose french windows come onto the well-kept garden with Mediterranean plants and native flowers. The dining room which is also on the first floor has a fireplace. The old-fashioned kitchen is fully equipped. Beautiful marble stairs lead upstairs, where four bedrooms and a sitting room are located. The property also includes a wine cellar and a caretaker's cottage.

2) Located above a beautiful beach, this whitewashed brick house enjoys expansive views of the sea. On the ground floor the residence has an entrance hall, a large living room, a dining room and a spacious kitchen. The master bedroom, with a dressing area, and a study are on the second floor. An independent guest section on the second floor has a bedroom, a loft sitting area and a kitchenette. Tall wood-beam ceilings and parquet floors are found throughout. Additional guest quarters include a two-bedroom guesthouse with a balcony and a detached studio.

3) Designed in the local style this three-bedroom villa is crowned with a tiled roof based on brightly coloured walls and columns. Bamboo shutters filter the sunlight in the large open living room on the first floor. Upstairs, beyond the shuttered veranda, there are three air-conditioned bedrooms with carpeted floors. Drainpipes in the form of oriental dragons beautifully ornament the villa. A separate pavilion, in the front garden, houses the dining area which has a small kitchen and a bar.

4) This fine detached house has now been sensitively developed into two completely self-contained apartments, each with its own private entrance and garden. Centrally heated, this apartment is available for letting throughout the year and takes up the whole of the first floor giving magnificent views from all windows. A footpath from the house leads directly to the sandy beach. South facing garden is furnished with the garden furniture.

Unit 11 THERE IS NO PLACE LIKE HOME

I. LEAD IN

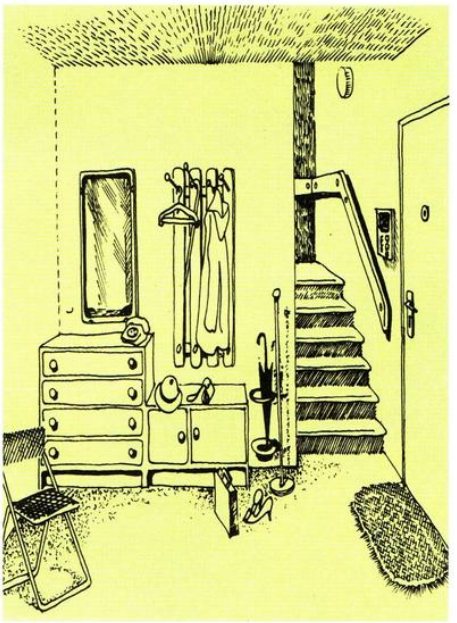
1 **A) Do you agree that the interior of your house reveals your character and tastes? How does your own room reflect your character?**
B) Which room in your house (flat) is your favourite? Why?

II. VOCABULARY

ENTRANCE HALL

- an entrance hall unit
- a coat rack
- a hall mirror
- a shoe rack
- an umbrella stand
- a coat hanger
- to wipe one's feet on the door mat
- an entry-phone
- a ceiling light
- a door mat
- to hang one's coat on a peg/ on a hook

2 **Descibe the entrance hall in the picture.**



3 **Describe the interior of your entrance hall using the vocabulary given above. Use the questions as guidelines for your description.**

1) What pieces of furniture are there in the entrance hall in your flat or house?
2) Why do you think an umbrella stand is an essential thing in British entrance halls?
3) Do you have a hall mirror? Is it inside the hall unit or just on the wall?
4) Where do you put your shoes and your hats?
5) Where do you hang your overcoats?
6) Why do people put a door mat at the front door of their house or flat?

4 **Describe step by step what you do when you**
A) enter your own house;
B) enter somebody else's house as a guest;
C) leave your house.

e.g. I arrive at the front door and, first of all, I take my key out of my bag or pocket. Then... Finally, I put on my slippers and go to my room.

III. VOCABULARY

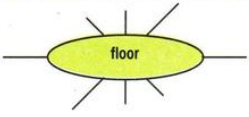
LIVING ROOM

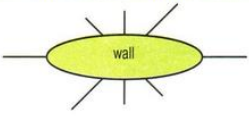
- a wall unit
- a three-piece suite
- a couch, a sofa
- a settee
- an armchair
- a cushion
- a coffee table (with a glass/ inlaid top)
- a TV set
- a stereo system
- a hi-fi unit
- a CD player
- a DVD player
- a cassette recorder
- a VCR (video cassette recorder)
- a remote control
- a carpet, a fitted carpet
- a rug
- a curtain = drapes (*AE*)
- a lace curtain
- a standard(t) lamp
- a chandelier/ a central light
- an (electric, gas, open) fireplace
- a hearthrug
- a mantelpiece
- a (mantel, chiming) clock
- an indoor plant, houseplant
- a wine cabinet

5 **Describe the living room in the picture using the vocabulary in the box.**

6 **A) Here are some words which can be used to describe the walls and the floor. Complete the two diagrams by sorting them out. Note that some of the words can be used with both.**

- adjoining
- back/ front
- bare
- brick
- carpeted
- freshly painted
- garden
- laminate
- linoleum
- (plastic)-panelled
- parquet
- partition
- plastered
- polished
- stone
- tiled
- wall-papered
- whitewashed
- (wooden) plank
- vinyl





B) Describe the walls and the floor in your house or flat.

IV. SPEAKING

7 **Answer the questions given below about the living room in your house or flat.**

1) Is there a fireplace in the living room in your house? If yes, what kind? If no, would you like to have one? Why? Why not?
2) Is there much or little furniture in your living room? Would you like to have more or less? What is the style of the furniture? (modern? antique? traditional?)
3) Some people prefer to have artificial indoor plants. What about you?
4) What is your favourite place to watch TV from?
5) What lamp do you switch on if you read in your living room? What other types of lamps do you have in your living room?

6) What do the members of your family do when they get together in the living room?
7) What ornaments do you have in your living room (framed pictures and photos, prints, pottery, porcelain etc.)?
8) Why do you think people like cushions with embroidery? Do you have any on your settee or couch?
9) Some people prefer genuine or man-made leather suites to upholstered ones. Which would you choose? Why?
10) Are there any carpets in your living room? Do you like it when people hang carpets on the walls? Why? Why not?
11) If the walls in your living room are papered, what is the wall paper like (plain, floral, patterned, striped, textured, faded)?
12) Is your living room big enough to have a coffee table? Describe it if you have one.

8 **Compare the living room in the picture on p. 176 with your own. What do they have in common and what is different?**

9 **Translate into English.**

Вітальня

Кімната, в яку ми увійшли, відразу ж мені сподобалася. Вона здавалася світлою і просторою. Стіни були обклеєні ясно-зеленими шпалерами. Великі, не закриті гардинами вікна виходили на акуратно підстрижений газон перед будинком.

Неможливо уявити вітальню англійського будинку без каміна. У цій кімнаті теж був камін і на коминковому килимку лежало кілька полін. Генрі, наш гостинний господар, сказав, що ввечері, коли похолодає, він його розтопить. Це мене дуже обрадувало, тому що, по-моєму, камін, який горить, додає якоїсь особливої чарівності старим англійським будинкам.

Мою увагу привернула коминкова полиця. На ній були стародавній годинник з боєм, кілька витончених статуеток і дві сімейні фотографії. Безпосередньо напроти каміна, посередині кімнати стояв білий шкіряний гарнітур, що складався зі зручного дивана з подушками і двох глибоких, м'яких крісел. Ліворуч від каміна, у кутку були телевізор і відеомагнітофон і дві полички для відеокасет. У протилежному кутку був журнальний столик із красивою інкрустованою кришкою, на якому лежало кілька фотоальбомів.

Говорять, що будинок відбиває особистість господарів. Було очевидно, що розведення квітів — хобі господарів будинку, бо все підвіконня великого вікна, що виходило в сад, було заставлено горщиками з яскравими квітами. Квіткові горщики стояли на невисоких книжкових шафах і на скляних полицях біля вікна.

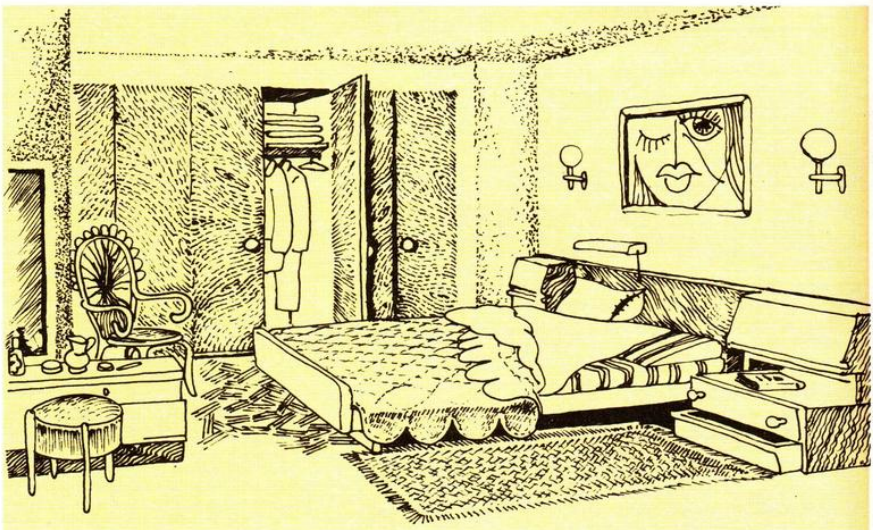
Увечері кімната освітлювалася елегантним сучасним світильником, декількома настінними бра і красивим торшером із зеленуватим абажуром.

Я надовго запам'ятаю гостинних господарів і їхній затишний будинок.

V. VOCABULARY BEDROOM

- an alarm clock
- a bed (single, double, king-size)
- a bedside table
- a bedside rug
- a bedspread
- a blanket
- a blanket cover
- a chest of drawers
- a dressing gown
- pyjamas
- a dressing table
- a dressing stool
- a quilt, a duvet
- a mattress
- a night lamp
- a pillow
- a sheet
- a pillowcase = a pillowslip
- a sofa bed
- twin beds
- a wall lamp
- a (built-in) wardrobe

10 **Describe the bedroom in the picture.**



11 **Answer the questions about your bedroom.**

1) What is the first thing you see when you enter your bedroom?
2) Do you like the bed you sleep in? If yes, describe the one you have, and if not, the one you would like to have (talk about its size, the material it is made of, etc.).
3) Why do some families have bunk beds in their homes?
4) Where do you keep your bedding? Do you make your bed every day?
5) What colour bedclothes do you prefer?
6) When do you set the alarm clock?

12 **Translate into English:**

СПАЛЬНЯ

Я вирішила поміняти все у своїй спальні. Спочатку я купила зручне двоспальне ліжко, яке поставила в центрі кімнати. По обидва боки помістила тумбочки. Біля вікна поставила комод для постільної білизни. Напроти комода — дзеркало з туалетним столиком. Я замовила вбудовану шафу для одягу, щоб вона не займала багато місця. Я усе підібрала в одному кольорі — ясно-зеленому — покривала, килимки біля ліжка, шпалери на стінах і штори. Кажуть, зелений колір заспокоює. Думаю, що потрібно ще купити нові подушки і пухові ковдри.

VI. VOCABULARY STUDY

13 **Below is a list of office equipment. Put a tick (✓) next to the items you think are necessary in an ideal student's study. Explain what you need these things for.**

- a desk with drawers
- a study unit
- a desk chair
- a writing table
- a typewriter
- a computer
- a scanner
- a copying machine
- a fax machine
- a printer
- a bookshelf
- a tape-recorder
- a wastepaper basket
- paper clips
- a stapler
- files
- a desk lamp
- speakers and headphones

14 **Answer the questions given below about the study in your house or flat.**

1) Do you have a separate study or is it combined with your bedroom?
2) Do you have a study unit or separate pieces of furniture in your study?
3) Do you have a writing desk or a computer table?
4) How many drawers are there in your desk? What do you keep in each of them?
5) Have you got a lot of books? Where do you keep them?
6) What is the atmosphere in your study like: businesslike, working, relaxing, etc.?
7) What things make your study cosy?
8) What would you like to change in your study?

VII. READING

15 **Most teenagers' rooms are full of stuff that is a rich mixture of things belonging both to their past and present. Some of these things bring back the memories of their childhood, others are a bright illustration of their passions and interests of today and even give gentle hints on dreams and hopes for tomorrow.**
Read the extract adapted from the book "Mistral's Daughter" by Judith Krantz and then answer the questions.

1) What is your general impression of the room? Do you find it lovely? Why? Why not?
2) How would you feel in this room?
3) Does the description of Fauve's room help you to learn anything about her character, interests, etc.? What does the interior of the room tell you about the girl?
4) Reread the last paragraph. Does Falk look at the room with praise or criticism? What does the author mean by "thing"?

...[Falk] glanced around Fauve's room. It was like looking into the attic of a family homestead, he thought... Hadn't Fauve ever thrown anything out? He could see only two examples of restraint: she had the floor painted emerald green and left it bare and the fabric on her furniture actually matched. As for the rest, he could remember the history of so many of the objects he saw. There was the giant straw hat he had brought her from Yucatan, now joined by dozens of others in every shape and size, all hung on hooks on the walls. Then, Fauve had baskets everywhere, baskets on top of baskets, some of them filled with growing plants, some of them with pencils, others crammed with notebooks and bolts of fabric and balls of yarn.

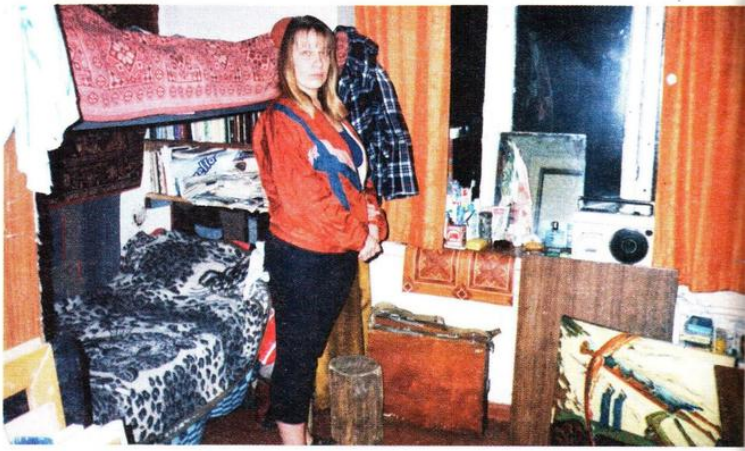
The books in her jammed bookcases included a complete set of Oz books, the many adventures of Mary Poppins, as well as all the other books she had read since she was a child plus all the school books she was using now...

An army of small statues, a forest of unmatched candlesticks, and, on each table, a fleet of vases of every height, each holding a flower or few wild grasses — all of that and ... ah, a collection of music boxes! That one started with the one he had given her on her sixth birthday.

And finally, his eye was caught by an extraordinary object, a gigantic stuffed panda that had seen better days, sitting in a place of honour on a rocking chair in a corner.

In a word, the place looked cluttered, but incredibly cosy and very personal. Fauve seemed to be finding new "things" all the time and Falk knew that there was nothing like a "thing"...

16 **Describe the interior of the room in the picture. What does it tell you about the girl?**



VIII. WRITING

17 **Your pen friend asked you to write about your room. Describe it, mentioning as many details as possible to give your pen pal an insight into your life and personality. These questions might help:**

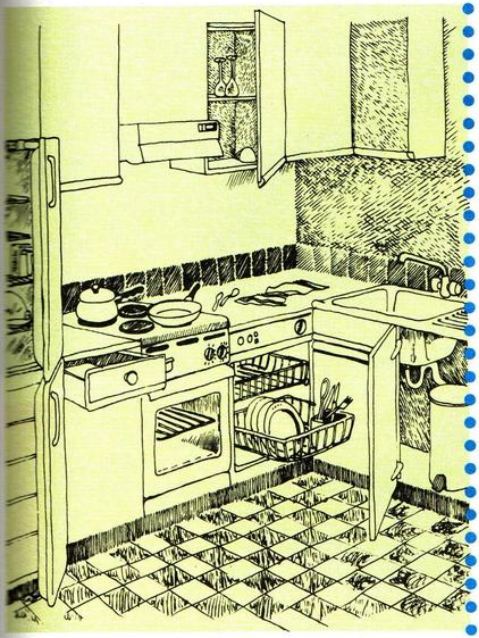
1) Do you spend a lot of time in your room?
2) How do you feel when you are alone in your room?
3) Do you have a lot of space in it? What kind of furniture do you have?
4) Are you allowed to do what you want with your room?
5) Do you ever get bored with the interior of your room (every now and then) and change it around? How do you do it?
6) Do you spend a lot of money on ornaments and things you collect?
7) What objects in your room can tell something about your childhood/ your character/ your present interests/ your dreams?

IX. VOCABULARY

KITCHEN AND DINING ROOM

- a gas/ electric stove/ cooker
- a burner/ a hotplate
- an oven
- a cooker hood
- a sink
- a tap = a faucet (*AE*)
- a draining board
- a dish rack
- a dishcloth
- a tea towel
- a refrigerator = a fridge (*coll.*)
- a freezer
- a dishwasher
- a microwave oven
- a kitchen unit
- a sideboard
- a (built-in/ wall/ base-unit) cupboard
- a cutting board
- a tablecloth
- a dinner/ tea/ coffee set
- a (serving) trolley
- a bin
- an electric mixer
- a blender
- a toaster
- a coffee grinder
- a coffee maker
- a meat mincer
- a food processor

18 **Look at the drawing below and tell how much it is different from your own.**



19 **Where would you put:**

a) clean cups and saucers;
b) an onion you are going to slice;
c) dirty dishes;
d) raw meat to store;
e) a pot with the soup you are going to heat;
f) a pie you are going to make;
g) food leftovers, rubbish, etc.;
h) a cheese sandwich if you wanted the cheese to melt;
i) the dishes you have just washed;
j) coffee beans if you wanted to make yourself a cup of coffee;
k) fruit juice, ice and rum if you wanted to make a cocktail;
l) pieces of meat if you wanted to make meatballs?

20 **Fill in the missing verbs:**

•used •contains •covered •arranged •stretches •consisting •has •is heated •fixed •opens •form •wiped •keeps

The dining room is square in shape and smaller than the living room. The wallpaper is pale yellow and the ceiling with central light is white. The floor is (1)_____ with a red carpet on top of highly polished linoleum. The dining-room suite, (2)_____ of a sideboard, a dining table and four chairs, is in oak. A tall houseplant with broad green leaves in a wooden tub is pleasant to the eye. The room (3)_____ by an electric heater set into the wall. A French window (4)_____ onto a small patio beyond which is the back garden.

The kitchen is of medium size, but the space has been (5)_____ very efficiently. The various items of kitchen furniture are conveniently (6)_____ in a continuous line around three walls. The sink unit with a round stainless steel sink, a draining board and gleaming hot and cold water taps is in the corner. In the cupboards which (7)_____ the lower part of the sink unit the housewife (8)_____ a garbage bin, buckets, scrubbing brushes with dustpans, floor cloths, a washing liquid, etc. On the left-hand side a long cupboard (9)_____ the whole length of the wall. It (10)_____ saucepans with lids, frying pans, mixing and salad bowls and electric kitchen appliances: a mincer, a coffee grinder, a juice extractor etc. The work surface of the cupboard (11)_____ a hard, shiny, heat- and stain-resistant surface, which can easily be (12)_____ clean. (13)_____ to the wall is another cupboard with sliding doors which contains crockery: tea and coffee cups, mugs and saucers, a tea set, plates and glasses. On the opposite wall there is a dishwasher, a fridge with a freezer and a small chest of drawers with cutlery.

21 **Translate into English:**

Кухня

Кухня — це місце в оселі, де жінки проводять більшу частину часу, особливо якщо в них велика родина. Може тому вони надають таке велике значення вибору меблів і кухонного устаткування. У кухні усе повинне бути зручно, раціонально і добре сплановано.

У будь-якій сучасній кухні є мийка, робочий стіл, шафи для зберігання кухонного посуду, холодильник і плита. Деякі господарки воліють мати електричну плиту, а не газову, тому що її легше мити, та й витяжка не дуже потрібна.

Столові кімнати в звичайних сучасних квартирах і будинках бувають нечасто, і тому в кухні ставлять стіл, за яким родина збирається за сніданком і вечерею.

Стіл може бути різної форми — круглий, овальний, квадратний — у залежності від розміру кухні і смаку господарів. Дуже зручно, коли сушка для посуду розташована над мийкою, а сміттєве відро під нею.

У сучасних кухнях часто можна побачити мікрохвильову піч, кавоварку, кавомолку, міксер, тостер і т.д. Усі ці предмети роблять роботу приємною і швидкою. Гарна господарка зробить свою кухню затишною, повісивши симпатичні фіранки і поставивши 2—3 горщики з квітами.

X. VOCABULARY

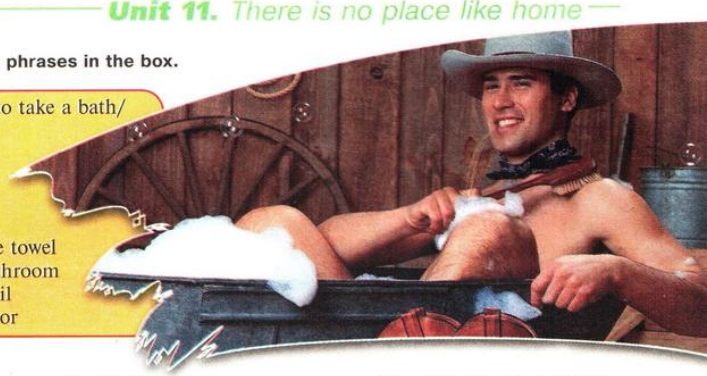
BATHROOM AND TOILET

- a bath /a tub (*AE*)
- a bath mat
- a plug = a stopper (AE)
- a shower handset
- a shower cubicle
- a shower curtain
- a washbasin
- a sponge
- a bar of soap
- a soap dish = a soap tray
- a hand/ face/ bath towel
- a towel rail
- toothpaste
- mouthwash
- shaving cream
- aftershave lotion
- a safety razor
- a hair dryer = drier
- tiled walls
- bathroom scales
- a toilet
- a toilet seat
- a toilet brush
- a toilet roll holder

22 **How would you redecorate this bathroom? Where would you place all the bathroom things?**

23 **Fill in the gaps below using the phrases in the box.**

- to have a bath/ shower = to take a bath/ shower (*AE*)
- to flush down the toilet
- to plug the bath
- to run a bath
- to apply face cream
- to dry hands or face on the towel
- to mop the floor in the bathroom
- to hang a towel over the rail
- to wipe the bathroom mirror



1) If you want to _____, you first have to _____ it so that the water doesn't run out of it.
2) I've dropped the shower handset and there is a puddle on the floor. Can you help me and _____?
3) Make sure the child _____ and don't let him touch the books with wet hands.
4) We'll have to call the plumber, the toilet won't _____.
5) Please, draw the shower curtain when you are _____ a shower, so that not to splash the water on the floor.
6) We don't have a ventilator in our bathroom and after _____ a bath I have to _____ to _____.
7) Instead of _____ my children throw them everywhere. I don't like it!

24 **Fill in prepositions:**

- from (2)
- along (2)
- at (2)
- of (4)
- beside (1)
- for (1)
- down (1)
- towards (1)
- to (1)
- on (4)
- in(4)
- into(1)
- with (5)

One Monday evening towards the end (1)_____ May Michael Brown meets his old school friend Roger and invites him to come over and see his new house, which he bought last year. He borrowed money (2)_____ a bank and will be paying the mortgage (3)_____ the next 20 years.

Saturday afternoon. Roger stops (4)_____ the front gate (5)_____ number seven, a semi-detached house, pushes open the gate and walks (6)_____ the drive (7)_____ the garage at the side of the house and then (8)_____ the path leading (9)_____ the front door. He rings the bell, (10)_____ the same time wiping his feet thoroughly (11)_____ the door mat. Michael lets him (12)_____, and after Roger has taken off his raincoat and hung it (13)_____ a peg (14)_____ the hall, shows him (15)_____ the living-room, a light, tidy room overlooking the front garden.

The focal point (16)_____ the room is the fireplace. (17)_____ the mantelpiece there is a chiming-clock and some ornaments. In front of the hearth there is a semi-circular rug, around which an elegant three-piece suite, consisting (18)_____ a sofa (19)_____ cushions and two very comfortable armchairs (20)_____ leather is arranged. (21)_____ the sofa is a standard lamp (22)_____ a plain cream lampshade. The walnut bookcases (23)_____ either side (24)_____ the fireplace are crammed (25)_____ books, magazines and CDs. In front of the bookcase, furthest away (26)_____ the window stands a television set and a video cassette recorder (27)_____ a remote control. A hi-fi unit and a low coffee table (28)_____ a glass top are arranged (29)_____ the wall opposite the fireplace.

XI. SPEAKING

25 **Imagine that you won a million dollars in a lottery. You spent all the money on buying a flat/ house and the most exquisite furniture. You are breaking the news to your friend who is very much surprised to hear the news and is eager to find out the details.**

USEFUL LANGUAGE
SHOWING SURPRISE

- It's rather surprising/ amazing/ astonishing that...
- I am very surprised to hear that...
- What a surprise!
- How astonishing/ amazing that...!
- Surprisingly/strangely/ incredibly, ...
- Really! I'd no idea.
- That's a surprise!
- That's amazing/ incredible!

XII. READING

26 **Read the text and match the nouns with the adjectives. Some nouns may collocate with more than one adjective.**

• thatched	• windows
• extensive	• furniture
• abundant	• light
• stylish	• kitchen unit
• king-size	• hall
• checkered	• baskets
• spectacular	• bed
• foamy	• sea views
• antique	• cot
• fluffy	• roof
• wicker	• oak
• cosy	• oven
• breathtaking	• chest of drawers
• French	• desk
• spacious	• tiles
• carved	• rug
• rattan	• cooker
• white	
• natural	
• fitted	
• wooden	
• electric	

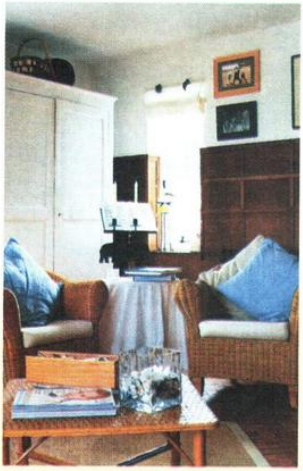
◀2 Now we are on the garden terrace. Through the French windows, the garden terrace creates a perfect point from which to enjoy the view. It's Caroline's favourite place to have breakfast and watch the children play. A couple of weeks ago Caroline bought a small telescope and put it on one of the terrace windows. The telescope provides endless fun for the children and grown-ups alike to investigate the view.▼

Last month there was a competition in the county of Sussex, England. All house owners were asked to send in pictures of their houses and stories of how they decorated and designed the interior. The competition committee considered all the letters and chose the house which seemed the most comfortable and beautiful. The owner of the house got a prize and an article about the house was published in a magazine. To come to the final decision some members of the committee visited the house.

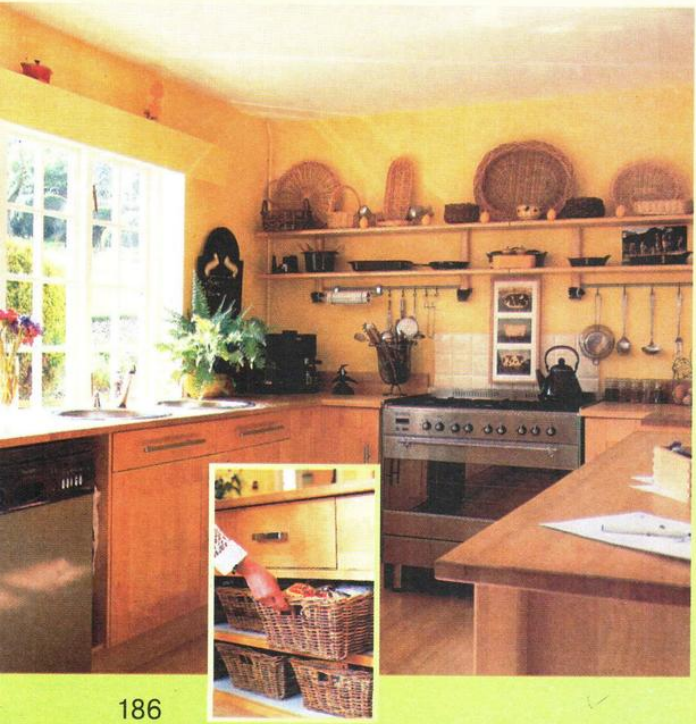
It was love *at first sight*

●1 The thatched house where Caroline Robinson and her four children live lies in a village near Rye in East Sussex. It was built in the 1920s to make the most of the sea views. In Caroline's opinion, having a thatched house hasn't required any extra work as such, although she has had to develop a lot of patience — the birds pinch the straw for their nests each spring. Caroline remembers the first time she saw the house — it was love at first sight. It was the whole visual impact — the thatched roof, the breathtaking views of the sea. It was like a lightning bolt. It was the right size, too, with plenty of space for everyone. The whole family felt at home at once. Let's have a tour around the house.

▸3 Now through one of the French windows we get into the living room. It's wonderful! The centre of attention in the room is the fireplace, of course. It's original and made of black iron, and the mantel-piece is carved oak. The house is often full of friends, family and children, so plenty of seating is a priority. Caroline says she has saved money on some things, which has let her splash out on others, like the sofas and armchairs. They are excellent, very expensive and a combination of two colours — yellow and light blue. The parquet floor is original, too, and has been polished over time to a honey-coloured sheen. To the left through the door lies the extensive hall and, to the right, a colonial-style room with sea-views, which everyone uses as a family room. So, let's move there.



◀4 There's a deliberate colonial New England feel to the family room, with its combination of simple cream and white accessories and exclusive rattan furniture, which Caroline bought in the famous chain store 'Habitat' selling everything for your house. She used to work there and was sold the furniture half-price, which she considers a real bargain. The cupboard was found in an outbuilding at the family's previous home — a lick of white paint has given it a new lease of life. Original oak panelling and parquet flooring give warmth to the room.



◀5 But the room where Caroline spends half of her day-time is her kitchen, which is really the biggest room in the house. When the family moved in, this room was the dining-room. Caroline decided to make the most of the abundant natural light by painting the walls a sunny yellow. She also ordered a great fitted kitchen unit with a washing machine, a dishwasher and an electric cooker with a six-burner range and a spacious oven. As the kitchen unit is light brown, Caroline decided that the best design solution would be with the help of wicker baskets. Moreover, with four children you can never have enough storage, and wicker baskets tie in with the contemporary yet country style of the kitchen. The pieces in Caroline's collection of basketware are chosen as much for their varying textures as their practicality. Caroline tells us that during the summer they live outside and the baskets are useful for carrying things in and out. They are also good for storing papers and odds and ends.

◀6 As for the children's bedrooms, they are all next to each other on the first floor, decorated in approximately the same way, but in different colours. There is everything a child may need — a cozy wooden cot, a stylish desk, a wardrobe, a couple of bookshelves on the wall. Joshua, who is 16, insisted on having a computer and a hi-fi in his blue room. 12-year-old Mick covered the lilac walls of his room with the posters of his favourite groups. Mary, who is also twelve, makes a special point of having flowers and several mirrors in her pink room. The loveliest, from our point of view, is 6-year-old Tea's bedroom which is all green and, with a fluffy rug on the floor, looks like a lawn. Tea loves the many toys in her room and the farmyard wallpaper border.

▲7 Caroline lets us enter her bedroom as well. Wow! Soothing shades of white and parchment create a tranquil retreat. Keeping the decoration light and airy makes the most of the light that floods in and doesn't detract from the spectacular sea views. The chest of drawers next to Caroline's foamy white king-size bed is antique, but the lamps were found in 'Habitat'.

◀8 Now, a quick look into the bathroom. When the family moved in, it was pink and black. Caroline decided the colours had nothing to do with the idea of cleanness and water. Now checkered blue and white tiles provide the only pattern. Simple plastic panelling and a painted white wooden floor add to an unfussy appearance.

9 Now will you try to deny that this house is the best in Sussex? If you think yours is better — send the photos and the story of how you did your house up and you may become our next winner!
■

27 Answer the following questions about the text:

1) What were the three factors that made Caroline fall in love with her house at first sight?
2) Why do Caroline and her children love being on the garden terrace so much?
3) What was the most important thing for Caroline about furnishing her living room? Why?
4) Where is the cupboard in the family-room from?
5) Why do the authors say that Caroline's kitchen has a contemporary yet country look?
6) In what way does Caroline use her wicker baskets?
7) What differs the children's bedrooms from each other, besides colours?
8) There are a lot of colour words used in the description of Caroline's house. Say what things in the house are the following colours: black, honey-coloured, cream, yellow and light blue, lilac, pink, light brown, shade of parchment, green, sunny yellow, blue, white.
9) Why do the authors think that white decorations were the best for Caroline's bedroom?
10) Why did Caroline decide to change the colours in her bathroom?

28 **A) Read the text again and find in what situations the following word combinations were used. Explain their meaning.**

- to tie in with
- to make the most of
- a lick of ... paint
- to make a special point of
- odds and ends
- to give warmth to
- a new lease of life
- to splash out on

B) Fill in the gaps in the following sentences with the word combinations above:

1) He's dreamt of having a house of his own for ages. Now that he has it — he may start _____ expensive furniture and unnecessary appliances. If he does, he'll soon have no money left.
2) These stools are steady and made of good wood, but they look too dull for my bright kitchen. What they require is _____.
3) Those checkered curtains are exactly what I've been looking for! Firstly, they'll definitely _____ with the modern style of my dining-room, secondly...
4) Nothing works so effectively as bright cushions to give old sofas _____.
5) As your interior designer I insist on putting some plants on the tables _____ this room. Otherwise it will look dead — all glass and chrome...
6) As our house is visited by so many people, we _____ keeping it tidy and in order.
7) She has a couple of priceless antique China vases. But keeping _____ in them she spoils them ruthlessly.
8) As the bedroom is so small let's try _____ the space by using built-in wardrobes.

29 **Work in pairs or small groups. Imagine one of you visited Caroline's house and now you have to present the house to the other member(s) of the competition committee who asks/ask questions about every detail of the house.**

30 **Note that following abbreviations are used in classified advertisements of houses and flats.**

- **D/rm — dining room**
- **bdrm, BRM — bedroom**
- **TB — bedroom with two single beds**
- **S — bedroom with one single bed**
- **TB + S — bedroom with three single beds**
- **D — bedroom with one double bed**
- **D+D — bedroom with two double beds**
- **D+S — bedroom with one double bed and one single bed**
- **WC — toilet**
- **c/heating — central heating**
- **f/f — fully furnished**
- **d/strs — downstairs; u/strs — upstairs**
- **el/elec. — electric**
- **OSP — off-street parking**

Read the classified ads of flats and houses for rent, sale or lease given below. Choose the one you would like to live in. Explain your choice.

1) 2 BRMS: 1D+S, 1 D. Bathroom/WC. Shower room/WC. El. shower d/strs. Kitchen/breakfast room el hob & oven, microwave, fridge/freezer. D/rm view, c/heating. £ 400.

2) Lux apt, lift & porter. Recently refurbished, 2 bed all en-suite, with balcony. Views over the park. Avail for long let, unfurn. $ 1,600pw. Call 07885 33847777.

3) Off Tower Bridge Road. Immac' 2 dble bdrm fit in new house. 1 ensuite + sep bth shwr rm. Wood floors, f/f to high standard. Lnge/diner, f/f kit with all mod cons. OSP. $ 290 pwk. Tel 07766 352653.

4) Ideally located only a five minutes' walk from the tourist and craft shops. Comfortably furnished with quality furniture, this spacious cottage offers an ideal holiday home for extended family groups who will respect his owner's 'pride and joy'. Beaches 1 mile, Snowdonia mountains 6 mile. 3BRMS: 1D, 1TB, 1TB+S in 'Studio Room' with wood burning stove. Bathroom/WC. Attractive fitted kitchen/diner, fridge, el hob & oven, microwave, auto. washer. Lounge with fireplace housing solid fuel stove, colour tv. Gas, c/heating. Small back patio. El. and gas by meter reading. Logs/coal extra by prior arr. Payphone. Street parking or free car park nearby. Shops/Inn 300m. Beach 1 mile, British Rail 1 km.

XIII. LISTENING

31 **A)** **If you are tired of how your living room looks, in what ways would you change it in a weekend? Share your ideas with your groupmates.**

B) **Listen to the text and find out which adjectives from the left column go with each of the nouns in the right column.**

• final	• walls
• table	• alcove
• fitted	• furniture
• colour	• challenge
• rush	• bathmat
• cotton	• runner
• fluffy	• carpet
• bay	• touch
• leaf	• mat
• real	• board
• disarranged	• pattern
• small	• cushions
• dark-green	• window
• adjacent	• throws

32 **Listen again to fill in the following table:**

ITEM	USED TO BE	NOW
1.	1.	1. Different shades of green
2.	2. in the centre of the room	2. .....
3. wallpaper border	3. none	3. .....
4. sofa	4. a) the centre of attention in the room b) empty	4. a) ..... b) .....
5. carpet	5.	5. .....
6. window	6.	6. light curtain
7. bookcase	7.	7. .....
8.	8. newly-bought, but very plain	8. .....
9. plates, cups and wall plates	9.	9. .....
10.	10.	10. There are two on the dining-table

33 **Answer the following questions to the text:**

1) Why did the MST decide to paint Michelle's walls green? How did they arrange the colour board on the walls?

2) What was the reason for moving away the sofa?

3) What were the cushions, throws, the runner and the napkins made of?

4) Why did they choose a light curtain for the window?

5) How did Emma define the dining area in the room?

6) What was Michelle's contribution to the redecoration of the room?

7) Do you think the changes in Michelle's room really make sense? Which of the ideas would you use in your own flat?

XIV. READING

34 **Read the text and decide which sign(s) the statements refer to.**

1) _____ want the worth of their money. They have to save before buying what they want.
2) _____ are recommended to buy a more spacious flat or house.
3) _____ don't like to part with the things that they have in their houses.
4) _____ are advised to make something with their own hands.
5) _____ are rather impractical and disorganized; they enjoy having loud colours in the interior of their houses.
6) _____ homes lack plants and decorations.
7) _____ love renovations and redecorations.
8) _____ hate living in rather severe conditions without any luxuries.
9) _____ are keen on art and nature.
10) _____ follow modern fashion in decorating their houses.
11) _____ feels better in big rooms or houses.
12) _____ are very practical and prefer functional environment.

Okay, be honest.
When you come across
a horoscopes page,
can you resist reading it? No?
Then don't miss
what the stars say
about your personal
home decorating style for
the coming year.

TAURUS (April 20 to May 20) You appreciate fine art, rich fabrics, and great food. With an eye for quality, you are attracted by polished wood, crystal, handcrafted furniture and oriental rugs. Only a chef's kitchen is worthy of you, and you'll spend all you have to get it. **Forecast**: Save up and invest wisely in your décor.

GEMINI (May 21 to June 20) At home you need space to exchange ideas with witty pals. Your office is crammed with articles, illustrations and books. Colours? Yellow, blue, both — whatever! **Forecast**: Focus on the structural elements that need mending: windows, plumbing, roof.

CANCER (June 21 to July 22) The kitchen is the heart of the home. You need to learn to love, trust and protect. You cling to family heirlooms, quilts, old photos and collectibles. Blue, green, white heal you. **Forecast**: In July, channel your confidence and power into bold plans. A renovation perhaps?

LEO (July 23 to Aug. 22) Yours is a splendid home with a wonderful entrance hall, impressive hearth, light-filled rooms. You enjoy gilt frames, interesting art, luxurious fabrics. Your colour is gold, but red, purple and coppery tones work, too. **Forecast**: Finish what you've started, then relax. Rearrange furniture, try a DIY project or experiment with exotic recipes.

VIRGO (Aug. 23 to Sept. 22) You're an efficiency expert. You enjoy earth tones, neutrals. You need functional workrooms. You're interested in fine craftsmanship, and detail. At home in a potting shed, studio or library, you attempt to make your environment and everything in it perfect. **Forecast**: With a busier work life, there's even more need to keep order at home.

LIBRA (Sept. 23 to Oct. 22) You use design to achieve the harmony you dream of. You have an eye for art and a great sense of style. Books, flowers and music reflect your feelings. Blue, rose, pink and red work well for you; soft greens soothe your nerves. **Forecast**: Liven up your home with fresh flowers and exquisite pieces of art.

SCORPIO (Oct. 23 to Nov. 21) Scorpions are in continuous decorating. Nothing makes you happier than planning a renovation. Restoring furniture, spotting flea-market finds — heaven! You're learning to give, receive and share, and where better to practise all this than in the room? **Forecast**: Surround yourself with scented candles and soft linens in your favourite room.

SAGITTARIUS (Nov. 22 to Dec. 21) You need space. Lofts, barns, abandoned churches appeal to you. A home theatre, library and wine cellar let you relax. **Forecast**: Clean closets and basements, then change your space with new colours.

CAPRICORN (Dec. 22 to Jan. 19) You want a palace that whispers "Respect me, I've arrived." You appreciate a well-portioned garden and gleaming wood floors. **Forecast**: Reward yourself with artwork, porcelain, down-filled pillows.

AQUARIUS (Jan. 20 to Feb. 18) Aquarians choose from a wide variety. High-tech lofts, modern art, a shock of colour highlight your fashion-forward inclinations. **Forecast**: A comfortable space to gather with friends, read or work quietly on your computer is most important.

PISCES (Feb. 19 to March 20) You need a soothing space for relaxation. A luxe bathroom with floor heating is a cosy and quiet corner. Sentimental, you're cheered up by vintage pieces, photos and folk art. **Forecast**: Jupiter's in your housing sector until July, inviting you to make improvements.

ARIES (March 21 to April 19) You are terrified of routine. You change wall colours the way other people change underwear. Red suits you perfectly. **Forecast**: In July, Jupiter in your housing sector asks you to enlarge or improve your home base.

35 **Answer the following questions:**

1) What sign do you belong to?
2) Do you find any similarities between the descriptions and your personality?
3) What is your attitude to home decorating?

36 **Find English equivalents to the Ukrainian ones.**

1) переповнений чим-небудь
2) уміти розбиратися в чому-небудь
3) предмети для колекціонування
4) оживляти
5) пропорційний, розмірний
6) розкішний
7) підігрів підлоги
8) стародавній
9) збільшувати, розширювати
10) зроблений вручну

XV. READING AND SPEAKING

37 **Read the text about students' accommodation and decide if the statements are true or false.**

1) State and private universities have residence halls or dormitories and cooperatives run by students who do all their housekeeping chores by themselves. ☐

2) At Warwick you can decide for yourself whether you will share a room or live by yourself. ☐

3) In the accommodation for postgraduate students bathrooms are joined onto a study bedroom. ☐

4) At Warwick students have access to the Internet only in the university library. ☐

5) Each kitchen in the residence hall provides students with all the necessary equipment and cooking utensils. ☐

6) At Warwick bedding can be rented from the University Accommodation Service. ☐

7) The students of the University of Warwick are not encouraged to bring their cars. ☐

8) Warwick University students who live in halls of residence have special places for smoking. ☐

9) At Warwick students are not allowed to use electrical appliances in their halls of residence. ☐

10) Warwick University Accommodation Service Staff does not check the students' rooms during the study period. ☐

11) At Warwick students cannot rent accommodation during the summer vacations. ☐

Most universities and colleges awarding a bachelor's degree in Great Britain offer various forms of accommodation for students. State and private universities have residence halls or dormitories offering a lot of opportunities for independent living and making friends. Community colleges don't have dormitories; they offer cooperatives run by students who do all their housekeeping chores by themselves. Besides, students can rent private apartments or homes.

Those who live with their own parents commute between home and campus. Large city universities and colleges provide campus commuter centres for the students to spend their free time while on the campus.

As an example let us see what accommodation for international students is offered by the University of Warwick, UK.

At Warwick all international students (non-EU), who are not accompanied by their families, are guaranteed accommodation on the campus itself for their first year of study, and, if they are undergraduates, also for their third year. The campus has a number of rooms for married couples as well. New apartments have been built on campus to increase the accommodation available for students who wish to bring their families.

The University of Warwick has nearly 5,000 student rooms on campus itself, and can therefore offer students a wide choice of quality accommodation at competitive prices, all within walking distance of the academic buildings and library. All rooms are single study bedrooms (unless you specifically prefer to share) and many have their own en suite bathrooms. Every university tries and ensures a good mix of nationalities in all accommodation. Postgraduate students benefit from graduate halls of residence, where facilities are of the highest quality and include en suite bathrooms, fully equipped study bedrooms with extra shelf space, telephone points and access to the university's central computer network.

We know that many international students like the flexibility of being able either to cook their own food or to eat in the restaurants on campus, as they choose. All our halls and flats therefore offer students the choice between cooking for themselves in the fully equipped residence kitchens and eating out in one of the many campus restaurants. Fridge-freezers, cookers, microwave ovens, toasters, washing-up facilities, food storage and food preparation space and dining areas are provided in all kitchens. Students need to provide their own eating and cooking utensils. There are central laundrettes on the

main campus and other residence halls have laundry rooms.

Recognising that many international students may not be able or want to return home during the vacations, the university has many rooms which are offered on a 39 week (October to July) or 50 week (October to September) letting period, which enable students to stay on campus during the vacation periods.

Because of limited car parking space students resident on campus are not permitted to bring cars. There is no suitable off-campus parking nearby. Permits may be granted in very exceptional circumstances, such as medical or academic requirements.

WHAT STUDENTS WILL NEED TO BRING:

- Bed linen is not provided. You can purchase a linen pack from the University Accomodation Service, at a cost of £50.00, which will contain the following items: one duvet (quilt), one duvet cover, one pillow, one pillowcase and one sheet.
- Pots and pans
- Crockery and cutlery
- Towels

As students share storage space with other students, they are asked not to bring too much at first.

WHAT STUDENTS SHOULD BE AWARE OF:

- All accomodation is non-smoking.

The University operates a strict code of practice on non-smoking. Smoking in non-smoking accommodation will not be tolerated.

- It is your responsibility to purchase a TV licence.
- It is your responsibility to ensure that all personal electrical items such as hairdryers, etc. are safe and properly fused. During routine checks to rooms or common areas University Accommodation Services Staff will remove any items that appear electrically unsafe.
- You are responsible for cleaning your own room, taking full responsibility for maintaining standards of cleanliness and hygiene in all areas of your accommodation.

38 **Find as many differences and similarities as you can between the hall of residence described in the text and the one in the picture.**

39 **Most students who live in hostels have to share. It is a real challenge, especially for the first-year students. What would you willingly share, tolerate to share or hate to share?**

40 **What personal characteristics would you like your roommates to have? What people could you tolerate? What roommates can't you stand? Why? Who would it be difficult for you to get along with?**

41 **Explain why you would or would not like to share your room with people of this kind.**

1) a party animal
2) a night owl
3) a lark
4) a body builder
5) a chatter-box
6) a bookworm
7) a vegetarian
8) a fitness freak
9) a workaholic
10) a DIY enthusiast

42 **Sort the phrases to make up a dialogue between a student looking for accommodation and a landlady. Then act out dialogues of your own.**

Finding a room

1) Yes? I have a spare single.
2) Come in by all means. Will Saturday do?
3) $30 per month. And you'll have to pay in advance.
4) It's including lighting but excluding telephone. And I've got some terms. You are not bringing your friends for nights, you are not arranging these wild parties after 10 pm. You are going to keep the room in order and use the furniture with care. I don't want to have it scratched or something. If you want me to cook your meals, you'll have to pay extra.
5) Would it be convenient to see the room?
6) A friend told me I might find some accomodation here.
7) When you say $30, is that with lighting and telephone?
8) What's the price of the room?

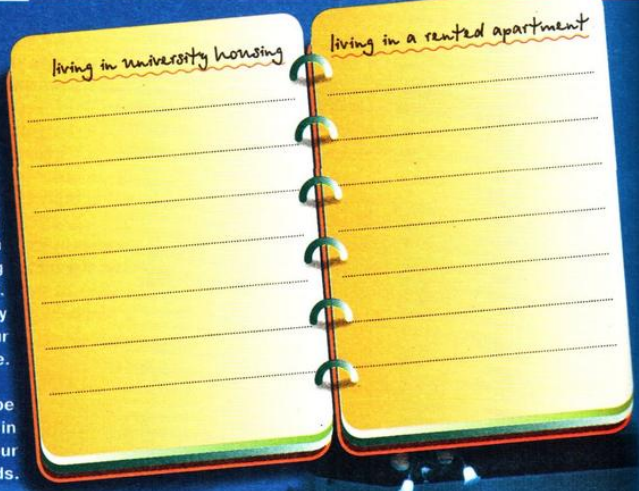
XVI. LISTENING

43 **Listen to 5 students share their opinions about halls of residence. Which of them:**

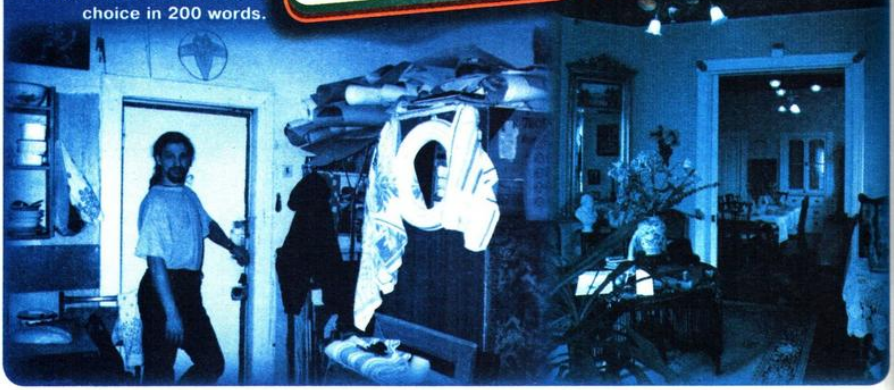
	Student 1	Student 2	Student 3	Student 4	Student 5
a) has experience of living in the halls of residence?					
b) speaks about the lack of privacy in the halls?					
c) sees advantages of living in the halls?					
d) considers halls a good life school?					
e) mentions regulations you have to obey?					

XVII. WRITING

44 Students at universities often have a choice of places to live. They may choose to live in university dormitories, or they may choose to live in rented apartments. Compare the advantages of living in university housing with the advantages of living in a rented apartment. Write a 250 word essay giving reasons for your preference.



45 What do you consider to be the most important room in a house/flat? Explain your choice in 200 words.



Unit 12 HOUSEKEEPING IS NOT A JOKE

I. LEAD IN

1 **Answer the following questions:**

1) Who runs the house in your family?
2) How are household chores shared among the members of your family?
3) If you live in a hostel, how are household chores divided among your roommates?
4) How do you understand the following sayings and quotations?

- Housework is never done. (Folk wisdom)
- "Housekeeping ain't no joke." (Louise May Olcott)
- "The whole process of homemaking, housekeeping and cooking which ever has been woman's special province should be looked on as an art and a profession." (Sarah Joseph Hale)

II. VOCABULARY

HOUSEKEEPING

- to do, tidy up, clean the house
- to clean (smth) up after smb
- to keep the house tidy/ spotless
- to clear up the mess
- to wipe smth clean with a cloth
- to spring-clean/ to do/ have spring cleaning
- to air the rooms
- to clean the windows
- to sweep/ clean/ brush/ polish/ mop/ scrub the floor
- to vacuum, hoover/ to clean/ beat/ sweep/ shake the carpets
- a clothes/ scrubbing brush
- a bucket = pail (*AE*)
- to soak clothes before washing
- a pile of dirty washing
- to leave smth to soak
- to wash/ rinse/ wring the linen
- to squeeze water out of smth
- stubborn stains
- a coffee/ blood stain
- to remove a stain/ to get a stain out (of smth)
- to starch cuffs/ collars/ bedding/ tablecloths
- to bleach the linen
- to tumble dry
- to hang the washing out
- a clothes line/ a washing line
- a peg, to peg
- washing powder/ detergent
- to set the ironing board
- to iron/ press
- a steam iron
- to set/ lay the table
- to clear the table
- to wash up, to wash the dishes (up)
- washing-up liquid
- a scourer
- to scour smth (out)
- to empty a dustbin = garbage can (*AE*)

2 **What do you do when...**

1) you have just taken your linen out of the washing machine?
2) you have nothing to eat in the house?
3) the windows in your house/ flat are dirty?
4) your house is dirty and dusty after three winter months?
5) you have invited guests to dinner?
6) one of your guests has accidentally broken a crystal vase into little pieces?
7) your dog has left a lot of its hair on the carpet?
8) you have a stubborn stain on your favourite blouse?
9) you have a pile of dirty dishes in your kitchen sink?
10) your dustbin is full?
11) your room is in a mess?
12) it is stuffy in the room?
13) you need to get the water out of wet clothes?
14) the juice from the berries has stained the tablecloth?
15) you want to make the shirt collars stiff before ironing them?
16) you want to have snow white clothes after washing?
17) you want to make your clothes smooth?

3 **What chores is each of the speakers below talking about?**

a) "Put the dishes in the sink."
b) "I'd better turn it inside out first or it may go shiny."
c) "I can't really put them outside. It looks like rain."
d) "Can you get me a trolley? They're over there, look."
e) "I think I'll need that big saucepan. Can you reach it?"
f) "The bag's full. That's why it isn't picking up all the dirt."
g) "You've left finger-marks on the pane."
h) "You've missed part of the mantelpiece. I'll move the ornaments."
i) "You can see your face in this table now."
j) "I usually straighten the sheets, plump up the pillows and spread the cover in the morning."

4 **React to what your friend is saying by giving advice. Follow the example.**

Example. **Your friend: My jeans need washing.**
You: Sure, they need to be washed./ They definitely should be washed.

1) Your friend: Oh, my! That car splashed me all over! My clothes are all dirty.
You: .....
2) Your friend: You know, my father likes stiff collars.
You: .....
3) Your friend: Oh, I'm so sorry! I've spilt some red wine on the table cloth.
You: .....
4) Your friend: Oh, man, this room is in a mess!
You: .....
5) Your friend: Gosh! There is a lot of litter on the floor.
You: .....
6) Your friend: God, I have to be quick! My sister can't stand clothes thrown over the chairs.
You: .....
7) Your friend: Look! The dirt has piled up in the corners.
You: .....
8) Your friend: Oh, my button has come off.
You: .....
9) Your friend: Look! The furniture is covered with the thick layer of dust.
You: .....

5 **What are the following things used for?**

- a broom
- a dustbin
- a mop
- pegs/ pins
- a duster
- a bottlebrush
- a clothes/ wash-line
- washing powder
- laundry soap
- a dustpan
- bleach

6 **Give English equivalents to the following Ukrainian ones:**

1) проводити генеральне прибирання
2) провітрювати кімнату
3) мити вікна
4) підмітати підлогу
5) замочувати білизну перед пранням
6) полоскати й викручувати білизну
7) видаляти плями з одягу
8) крохмалити комірці й манжети
9) відбілювати білизну
10) вивішувати білизну
11) мотузка для білизни
12) закріплювати защіпками
13) пральний порошок
14) збирати на стіл
15) металева мочалка для чистки кухонного посуду
16) встановити прасувальну дошку
17) перемити повну раковину посуду
18) прокиснути
19) віджати вологий рушник
20) мити/ протирати/ витирати підлогу

III. READING AND SPEAKING

7 **Read and say which of the characters are good at housekeeping. What chores are described as done or to be done in each of the texts? What is your own attitude towards doing them?**

1) She was disastrously lazy. She would lie about the house, reading magazines and spilling ash on the floor, while the dirt piled up in the corners, and the dogs climbed on to the beds and chairs, and the milk went sour in the musty larder.
(Monica Dickens)

2) ...he came back into the room: the bed had not been tidied for a week, a spilt ashtray messed the floor, odds and ends of clothing decorated improbable places, lamp-shades and such. But tomorrow, if he felt better, there would be a general cleaning; perhaps he'd have the walls repainted, maybe fix the yard.
(Truman Capote)

3) The apartment was in its state of disorder, with the bed unmade and Eric's clothes draped over chairs and hanging from knobs.
(James Baldwin)

4) Tom's study was as chaotic and disordered as David's room had been neat, and Hunter said: "You guys only have two choices in life. Stand up or to go to bed. Where's to sit in this mess?" Tom emptied a chair by the simple expedient of tilting it forward and letting its burden of books and notebooks slither to the floor.
(Ann Fairbairn)

5) Ten minutes later, equipped with dusting cloths, pail, mop, and broom, Joseph Champlin was attacking two week's accumulation of dirt.
(Ann Faibairn)

6) It was left to Granny to clear up and wash the breakfast things, make her own bed, dust and sweep a little, go to the shops. Once a week she went to the launderette.
(Celia Dale)

7) She made breakfast and, when Guy had gone, did the sinkful of dishes and put the kitchen to rights.
(Ira Levin)

8) Behind him he knew Tom was setting up a collapsible ironing board... He had plugged the cord of the iron into an outlet, and was laying the leg of a pair of trousers on the ironing board. He accepted a wrung-out damp towel from Sudsy, smiled his thanks, then spat on a finger and tested the iron. There was no sizzle, and he stood waiting, holding it up.
(Ann Fairbairn)

8 **Tell your groupmates how you spring-clean your flat/ house. Use the questions below to help you.**

- How often do you spring-clean your house/ flat? How long does it take you?
- Do you do it alone or with someone's help?
- What chores do you do and in what sequence?
- What appliances and utensils do you use?
- Which spring-cleaning chores do you like, hate or do without great enthusiasm?
- Which routine jobs around the house do you enjoy and which do you hate? Give your reasons.
- What do you do to make your work more pleasant? (e.g. switch on your favourite music, anticipate the result or the reward for your help, etc.)

IV. LISTENING

9 **You are going to listen to Linda Mills, 34, from Sheffield who is a full-time mum and lives with her husband and seven children. Here she is talking about her usual Saturday.**
Before listening to Linda match some of the words and expressions she uses with their explanations.

1)	to grin	**a)**	to make smb or yourself feel very tired
2)	a treat	**b)**	to go to sleep without intending to
3)	a let-up	**c)**	to smile widely
4)	a load	**d)**	a period of time during which smth stops or becomes less difficult
5)	to nag	**e)**	a kind of embroidery
6)	to wear smb out	**f)**	amount of work that a person or machine has to do
7)	to have a kick around	**g)**	to play football
8)	an undertaking	**h)**	something very pleasant and enjoyable
9)	cross-stitch	**i)**	an important and difficult task
10)	to doze off	**j)**	to be complaining to smb about their behaviour or to keep asking smb to do smth

10 **Now listen to Linda and fill in the table with the information from the text.**

TIME	WHAT LINDA AND MARTIN DO
8 am	1. Linda wakes up
9 am—11pm	2. Linda ..... 3. She starts doing the ..... 4. She does the ..... 5. She does the ..... 6. She makes ..... 7. She does the .....
11 am—2 pm	8. Linda takes the kids .... 9. They play games with a ....
2 pm—3 pm	10. They come ..... 11. They ..... 12. They ..... the table. 13. Martin ..... to younger children
3 pm—5 pm	14. Linda .... 15. Martin ..... the rest of the children.
5 pm	16. Linda heats 4 huge pizzas in a ..... 17. The kids .... 18. Linda starts ..... the children and Martin will need on weekdays.
8 pm—9.30 pm	19. Linda and Martin ..... 20. The parents allow the older kids ..... 21. Linda ....
9.30 pm	22. All the kids ..... 23. ..... cooks a meal.
10 pm—11.30 pm	24. Linda and Martin ..... 25. Linda and Martin ..... 26. Linda rests for half an hour with .... 27. Linda .....
11.30 pm	28. Linda and Martin fall into bed ....

V. READING

11 **Before reading the text answer the following questions.**

1) Do you think it is natural for a husband to stay at home while his wife earns the family's living?
2) Due to the economic recession in many countries of the world men have to stay at home with children while their wives work. How do you think the men feel about it?
3) Do you know any families among your parents' friends or acquaintances where the wife works and the husband runs the house? If yes, tell your groupmates about them.
4) Do you think the husband can cope with household chores as efficiently as the wife?
5) Do you think a man can realize his ambitions staying at home and taking care of the house? Why? Why not?

12 **Now read the text and for each question or statement below choose the best answer.**

A "Househusband"?

Frankly, I hate work because my work is all at home — I'm a stay-at-home husband and father. A few years ago I was made redundant and at approximately the same time my wife was promoted and had to start spending much more time at work. So it was decided I wouldn't look for any job but stay at home and burden all the responsibilities for our home on my broad shoulders.

Have a brief look at my life. Up at 7.15 am, a smoke and a cuppa, the fire lit, the kids downstairs. See they're washed, given their bit of breakfast, properly turned out, packed off to school. Another cuppa, another smoke, switch on "Housewives' Choice", wash the dishes, make the beds, do the ironing or sometimes get something fixed, and after an hour of this lot switch off "Housewives' Choice". Get washed, dressed, take our lovely dog for a walk by way of the railway line, then to the High Street where I make a round of greengrocer's shops and pick up some fruit and vegetables, put all that in a bag carried for that purpose. The dog carries it home in his teeth, which used to amuse all my neighbours, but now they are quite used to that. Back to the house, put the fruit in a vase on the dinner table and the vegetables and other food into the fridge, tell our dog to be good, then off down the road to the laundry or dry cleaner's and if it happens to be a Tuesday, to the local library for changing my library books.

1) Why does the author have to be a stay-at-home husband and father?

A) In his previous job he got less money that his wife did.
B) He can't find a job where he could earn a decent wage.
C) His wife can provide for the family better that he.
D) He dislikes work of any kind.

2) What does the author not do in the morning before going to the library?

A) He doesn't cook dinner.
B) He doesn't do the beds.
C) He doesn't watch TV.
D) He doesn't do the shopping.

After that I do the rest of the shopping, then come back home, brew another cuppa, this time with a slice of bread and marmalade, another smoke, then start in on the drudgery (household chores): keep all the rooms neat and tidy, dusting the furniture, vacuuming and putting everything to its place. When that's done I plunge into the armchair for a bit of a doze which lasts about half an hour. Then it's time to think about getting the kids' tea ready, as they will soon be home.

When they're fed, there's dinner to fix for self and wife. She, by the way, is earning a welcome shilling or two running the household utensils department in the biggest department store in the city center while I am writing this in our kitchen, surrounded by all the labour-saving devices she sells, but I use. Then after she's back home and we've eaten, got selves and dishes washed, we sit down in front of the telly for the remainder of the night, except, round about 9 o'clock, for another short walk with our dog.

When bedtime comes on my wife is sound asleep in her chair worn out after her day behind the counter; and I am bleary-eyed and very often depressed by some stuff I've been looking at on the box. Soon now my wife will be pushing off to bed where she likes to read a bit, and I take in perhaps the last hour by the dying fire.

Lovely life if you happen to be a turnip. But I am not a turnip, mate. I am a thoughtful, sensitive, widely-read man. I'm getting really depressed. At the same time, if I start looking for a job my wife will have to give up hers and I am not sure I will be able to bring in as much money as she does. What shall I do?

3) After leaving the library

A) the author is so busy that he hasn't got a spare minute for himself.

B) the author does all the work about the house before having a snack.

C) the author does all the work about the house after having a snack.

D) the author has a little nap before starting on household chores.

4) After dinner the author's wife

A) washes herself and watches TV.

B) washes up, washes herself and watches TV.

C) washes up, watches TV and walks the dog.

D) washes up, washes herself, watches TV and walks the dog.

5) The evening finishes with the author

A) falling asleep in his chair while watching TV.

B) reading in bed for a while before falling asleep.

C) making sure the fire is put out before going to bed.

D) enjoying some time sitting in front of the fire.

6) Because the author is not happy with his life he is thinking about

A) looking for a new job.

B) making his wife leave her job and stay at home.

C) earning more money than his wife.

D) making a better use of his life.

13 Answer the questions below.

1) Do you think an average housewife faces the same problems in all countries of the world? Why? Why not?
2) Name three most serious problems for Ukrainian housewives. Explain your choice.
3) Who is to blame for these problems?
4) How do you think they could be solved?
5) Should housewives be paid for their job? If yes, who should pay them?

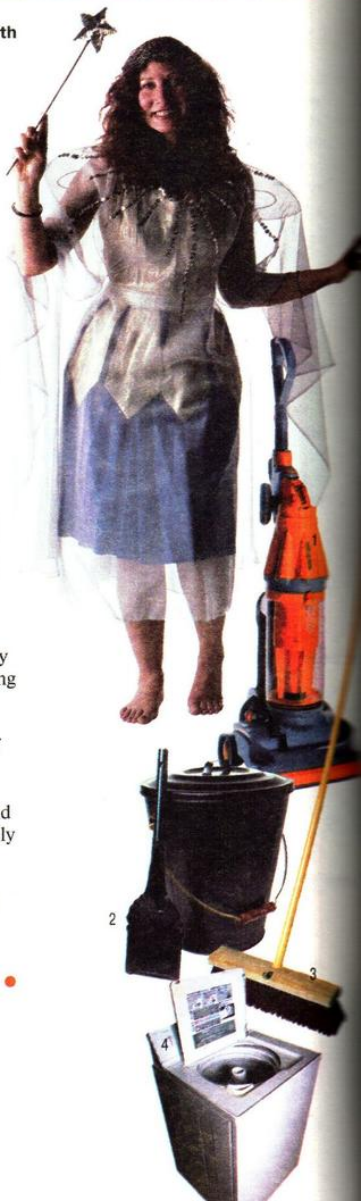
VI. READING AND WRITING

14 **Read a humorous advertisement and match the paragraphs with their titles.**

'WANTED FOR A JOB: A HOUSEWIFE'

A JOB SECURITY
B DAYS OFF and HOLIDAYS
C WORK BENEFITS
D JOB RESPONSIBILITIES
E SALARY
F WORKING HOURS
G WORK DANGERS

1) _____ You will be busy with cooking, cleaning, laundry, shopping, psychological help, nursing, teaching, entertainment and secretarial services for the others living there. You will 'live in' at the place where you work.
2) _____ Your 'regular work' will take about 100 hours a week, depending on the age, health and number of children or disabled people in the house, the standards of work and condition of the house. You should be on call 24 hours a day.
3) _____ No holidays in fact, but there's a period with such a name. If your family and the employer stay at a hotel or a holiday home, your duties will be less numerous and you will be able to enjoy the sight of other family members at their recreation period.
4) _____ There's no salary for your work, but there's a regular payment called 'housekeeping money' provided by your employer to meet essential demands, e.g. food, cleaning detergents etc.
5) _____ You should be ready for a divorce which will immediately get you out of job. As statistics say, two out of three marriages today end in divorce.
6) _____ You will get used to dizziness, headaches, insomnia, nightmares and anxiety as your regular states and become not sensitive to them. You will be much more likely to die of cancer than women in paid employment.
7) _____ You will be expected to share a bedroom (and bed) with your employer. You can also be given occasional presents and an every morning peck on your cheek when your employer is leaving for work.



15 **Write a similar advertisement. Use the titles of the previous text paragraphs as guidelines.**

'WANTED FOR A JOB: A CINDERELLA'

VII. VOCABULARY

HOUSEHOLD APPLIANCES

16 **Label the pictures with some of the words below and say what these things are used for.**

- washing powder
- broom
- dustpan
- iron
- duster
- dirty laundry basket
- brush
- vacuum cleaner/ hoover
- fabric conditioner
- socket
- washing machine
- ironing board
- plug
- tumble drier

17 **Fill in the gaps in the descriptions of different electrical appliances we use in our homes with the words from the box and guess what appliances are described.**

· heat	· wire rack	· current	· dries
· surface	· rinses	· inaccessible	· equipped
· turns	· brown	· designed	· attachments
· warming	· cleaning	· radio waves	· settings
· cook	· detergent	· baking	· loads

1) This is a kitchen appliance that automatically washes, (1) _____ and dries dishes and utensils. To operate it, the user (2) _____ dirty dishes into the wire racks, adds (3) _____, closes the loading door, and (4) _____ on the machine.

2) This appliance uses very short (5) _____ commonly employed in radar and satellite communications to heat and (6) _____ foods. When concentrated within a small space, these waves efficiently heat water and other substances within foods, thus making them hot very quickly, when used for heating or (7) _____ up, or cooking them thoroughly.

3) This appliance is used to generate heat. Iron ones fuelled by wood and coal have been used for hundreds of years to (8) _____ homes and are still popular in some regions as primary heating units. Modern gas and electric ones are (9) _____ specifically for cooking food; they are also called ranges. A typical range consists of several heating units on the top (10) _____ of the appliance and one or more heating units within it, which is an enclosed space used for (11) _____. The heating units on top of a gas range are called burners.

4) This is a popular kitchen appliance that uses electrical heat to (12) _____ bread and other foods. It cooks with heating elements that radiate heat when an electrical (13) _____ is passed through them. The heating elements are usually made of electrical wires. Bread is lowered in a (14) _____ between the two heating panels and latched into place. The latch engages an electrical current that heats the panel and cooks the bread.

5) This electrical appliance is in common use for (15) _____ furniture, floors, rugs, and carpets by suction. Most of them have a variety of (16) _____ that can be used to clean different types of surfaces, such as window sills and thick rugs and carpets; some are also (17) _____ to polish floors and shampoo rugs. A reversible motor on many appliances is used to blow dirt out of difficult and (18) _____ surfaces and also to spray paint.

6) This appliance washes, rinses, and partially (19) _____ laundry. One of the more complex household appliances, it offers numerous (20) _____ for different types and quantities of laundry.

VIII. SPEAKING AND READING

18 **Discuss the following questions with your groupmates.**

1) What other labour-saving devices do you know?
2) What labour-saving devices do you enjoy using most and least? Explain why.
3) What devices do you have in your house? What other functions would you like them to perform?
4) Which three appliances that you know deserve prizes for being the most useful inventions for the household? Give reasons.
5) Suggest a new device of your own that could be soon invented.

19 **Choose phrases for each household chore in the boxes below and put them in the right sequence of actions.**

a) washing up dishes

- Put it in the sink.
- Turn on the tap.
- Add some washing liquid to get soapy water.
- Wash with a sponge or scourer.
- Do not splash.
- Rinse.
- Put them on the draining board to drain.
- Wipe with a cloth.
- Put them on a rack in a cupboard.

b) ironing a T-shirt

- Fold/ hang up the garment on a hanger.
- Plug in the cord in a socket.
- Spread the sheet and the blanket (blanket cover).
- Push the iron smoothly.
- Plump up the pillows.
- Set the temperature and steam controls according to the type of fabrics.
- Do not touch the stick-proof sole with a finger.
- Fold and take away the bedspread.

c) making beds

- Pour water in a bucket/ a wash-basin.
- Soak and wring the floor-cloth/ the mop.
- Set up the ironing board.
- Refill the water container (if steaming is necessary).
- Spread the garment to avoid creases.
- Wipe the floor clean once or twice.

d) washing the floor

20 **Here's a description of how a washing machine operates. Fill in the missing parts of sentences using the prompts below. Use correct grammar forms.**

a) to put in laundry
b) to do one's laundry by hand
c) to pump out of the machine
d) to scrub one's laundry
e) the basket, to begin to spin rapidly
f) a set of controls, to determine
g) to put bleach and fabric softener
h) time to rinse
i) a hose/ to connect to
j) to get out the dirt

A washing machine is a machine that quickly washes clothes, linens, and other items. Before its invention, people spent hours (1) _____ _____. Some people soaked their clothes in streams and then beat them with rocks (2) _____. Later people (3) _____ on washboards. People in some parts of the world still use such methods.

Most modern washing machines work automatically. The operator simply (4) _____, pours in detergent, (5) _____ in a dispenser, and sets the controls. One (6) _____ whether the machine uses hot, warm, or cold water. The water enters the machine through (7) _____ the cold water pipe. The operator also sets controls to select the length of washing and (8) _____ and the amount of water that enters the machine.

After the laundry has been washed and rinsed, (9)_____ _____. The spinning removes most of the water from the various items. The water is then (10) _____ through a drain hose.

21 **Choose one of the parts and enjoy the role plays.**

Role play 1.

Mother. You want to teach your child to iron his shirt/ her blouse. Give instructions and answer your child's questions if she/ he doesn't understand what to do.

Child. You have never done any ironing before but you saw your mother do it. Listen to your mother's instructions and ask questions after each of them to clarify what is not clear to you.

Role play 2.

A Ukrainian host/ hostess. You are hosting a foreign guest in your house. She/ he usually uses a dishwasher in his/ her house and has no idea how to wash up without it. Give instruction.

A foreign guest. You are staying in a Ukrainian house. There is no dishwasher which you are used to. Listen to your host's/ hostess's explanation about washing up and ask questions if something is not clear. Add comments on the use of a dishwasher.

Example dialogue:

HOW TO USE A WASHING MACHINE

Mother: Well, let's see. Open the door and put the clothes in this compartment here. Close the door.

Child: What else?

Mother: The powder. You need to put the washing powder in this drawer here.

Child: Where?

Mother: Put it in the middle compartment, yes, right in the middle. Not so much. Just a cupful. OK. So, close up the drawer... that's fine.

Child: What are these round knobs for?

Mother: They are dials, programme setters. You can set various temperatures, you see. If you're washing woollens, turn the temperature dial right down to minimum, if you're washing towels or white sheets, turn it up to maximum.

Child: And how will I know that the machine is on?

Mother: Turn on the switch here. That's it... and the red light comes on.

IX. READING

22 **Read the text and answer the questions after it.**

The Gift of Going Without

This is what my Grandma once told me.

"My darling, it may not seem true but, in fact, it can be a blessing not to have everything you want at some point in your life. When I was a young girl, Papa, your great-grandfather, once told us, 'We're leaving you a great gift! A gift of going without!' We thought that was another one of Papa's jokes. But Papa and Mama knew the true value of that gift. We children didn't — until much later. What great gift did our parents leave us?

They left us the tin tub. When I take a bath today, the steaming water that fills my tub is a wonder. On the small farm where I grew up, I had to heat the water on the stove. Then I carried the water to the round tin tub — with its cold sides. After my bath, I carried out the heavy tub, and had to be especially careful not to splash it.

They left us the oil lamp. On winter nights, I would feel my way through the dark kitchen to get a drink for Papa. I was so afraid of the dark that I never took the time to light the oil lamp or even to drink before I filled his glass, and always sipped from the glass on my way back to him.

They left us the wood stove. When I stayed up late to do my homework, that greedy stove often ate up all its wood. So I had to go out into the cold night for another armload of sticks...

I chose cool days to iron. It was a hot job! First I had to gather chips to make a hot fire. The three heavy irons had to be heated on top of the stove. I used the irons one by one. As each began to cool, I put it back on the stove and used another one. Now, I just plug in my electric iron. It stays hot as long as I need it.

Today I buy milk in bottles, pure and cold. But as a girl I had to milk cows every day. Then after milking I had to wash the milk pails and pans. I couldn't use soap, because the water had to be fed to the pigs. But even without soap we had to make the dishes shine!

They left us the vegetable garden. We started to get the dinner ready almost as soon as breakfast was over and the dishes were washed. I had to pick and to wash the beans. I dug up the potatoes and washed them. I pulled and peeled the onions. I climbed a ladder to reach the summer apples I needed to make an apple pie.

Now we have the blessed telephone and the car. There is the warming magic of the central heating. There are the electric lights, with no oil lamps to clean. There are the vegetables that come in neat clear bags all year round. If I want an apple pie, I can get it in the convenience foods department, put it into the microwave oven and have it ready without climbing a tree first.

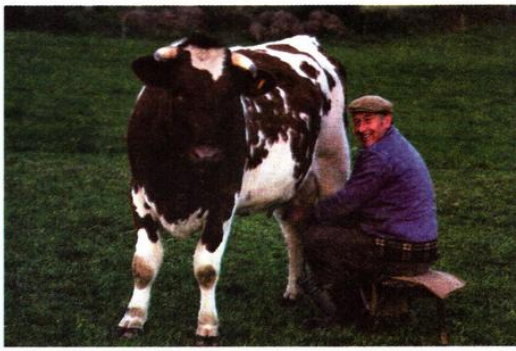
And there is always water! It comes from hoses and pours hot or cold from shining taps.

Now I know what Papa meant when he said, 'We're leaving you a great gift.' It is a great gift — the gift of going without. It makes you rich for all the days of your life!"

1) What does "going without" mean? Papa called it a "great gift". Why did the children think he was joking? Why did they change their minds later?
2) Do you think Papa and Mama really wanted to leave this gift to their children?
3) Read the last two sentences of the story. Explain why you agree or disagree with what they say. How may this thought help you at some time?
4) Have you ever had to "go without" something? How did you feel about that?
5) How did you feel later when you got what you had to "go without"?
6) How important is it for you to have modern appliances?
7) Do you have all the modern appliances you need or you still have "to go without something"?
8) What are the most important appliances you cannot go without? What can you go without easily?

23 **Match the parts of the expressions taken from the text you've read and translate them into Ukrainian. Which of the chores have you never done?**

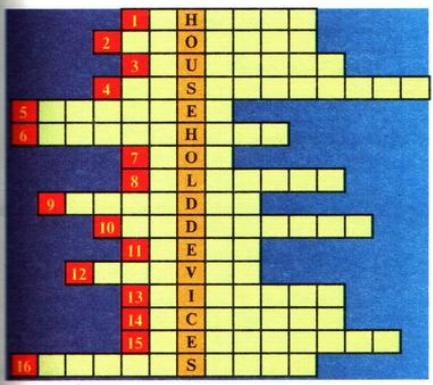
1) to light	**a)** an apple pie
2) heat the water	**b)** a lamp
3) to pull and peel	**c)** an electric iron
4) to pick	**d)** a hot fire
5) to make	**e)** on the stove
6) to make the dishes	**f)** cows
7) to plug in	**g)** shine
8) to make	**h)** beans
9) to milk	**i)** potatoes
10) to dig up	**j)** onions



X. SPEAKING

24 **Enjoy doing the household quiz by answering the questions below. The words go only horizontally.**

HOUSEHOLD QUIZ



1) Tasks that you do regularly about the house, very often unpleasant and boring. (6 letters)
2) The task of pressing clothes. (7 letters)
3) A small flat container for sweeping dust and dirt into. (7 letters)
4) A piece of thin rope or wire attached to two posts for hanging clothes on to dry outside. (11 letters, 2 words)
5) A piece of equipment that helps to make bread brown and crisp. (7 letters)
6) Making linen white or pale by a chemical process. (9 letters)
7) A tool consisting of a bundle of thick strings or a piece of sponge fastened to a long handle for cleaning floors. (3 letters)
8) An electric machine that is used to mix liquids and soft foods together. (7 letters)
9) Clothes and linen that need washing. (7 letters)
10) To make something look neat by putting things in the place where they belong. (9 letters, 2 words)
11) Short pieces of metal, plastic or wood used for attaching wet clothes on the clothes line.(4 letters)
12) A labour-saving device that is used to remove dust and dirt by sucking it up. (6 letters)
13) Removing the soap from something with clean water after washing it. (7 letters)
14) A small ball of wire or stiff plastic used for cleaning pans. (7 letters)
15) A liquid or powder that helps to remove dirt from clothes or dishes. (9 letters)
16) A household item that wizards and witches often use as a means of transport. (10 letters)

25 **Read through the statements below and agree or disagree with them.**

1) People had to do all their household jobs by hand up to the middle of the last century.
2) Cleaning the house and laundry took up hours every day and they couldn't afford any leisure.
3) At present household appliances answer every need.
4) Efficient cookers of all kinds, including microwave ones, food processors make cooking an enjoyable pastime, while vacuum cleaners and dishwashers turned cleaning into a pleasure.
5) People's attitudes to housework have completely changed over the past thirty or forty years.

26 **Give your definition to a household item and let your groupmates guess it.**

27 **Do you care if your home isn't in perfect condition? Say what problems can arise.**

28 **Choose the appropriate word.**

HOUSEHOLD DISORDERS

1) The water can't flow freely. I think the pipe must be .....
a) blocked b) bolted c) lodged d) trapped

2) The tap is ...... It needs a new washer.
a) dripping b) flowing c) flushing d) leaking

3) Oh no! Water is flooding down the stairs. Call the ....., quick!
a) turner b) engineer c) piper d) plumber

4) My grandma can't go for a walk because the lift is out of .....
a) function b) work c) order d) practice

5) I can't listen to my walkman. The batteries have .....
a) been over c) broken down
b) been out of order d) run out

6) My washing machine has ..... I'll have to go to the laundry.
a) broken down c) run down
b) gone out d) worn out

7) I can smell gas. There must be a ..... somewhere.
a) break b) drip c) flow d) leak

8) When Michael turned on the switch, the lights .....
a) cracked b) expired c) fired d) fused

9) I cut my palm because I swatted a fly on the window and the pane was .....
a) broken b) cracked c) cut d) slashed

10) Our deck-chairs need repairing. The canvas has .....
a) broken b) burst c) cracked d) split

11) She always keeps several candles in the cupboard in case of a power .....
a) absence b) cut c) lack d) shortage

12) I couldn't open the door because the door-handle had .....
a) broken off c) pulled off
b) come off d) torn off

29 **Chose one of the parts and enjoy the role play.**

Student A. You are complaining about numerous household disorders you have been facing since your parents went on holiday.

Student B. You are trying to show your sympathy and give some useful tips how to solve the problems.

Use phrases from the previous exercise and the Useful Language box.

USEFUL LANGUAGE

Complaining	Sympathising	Giving advice
• to go wrong • to be out of order • to happen to • Something is wrong with... • It won't work/ start/ open. • ...isn't in working order	• Oh, bad luck! • Oh, dear, I am sorry to hear that. • Oh, poor you! • Oh, that's terrible! • Oh, what a pity! • That's awful. That's terrible! • That's too bad. • What a shame!	• You can/ could... • Why don't you...? • If I were you, I'd... • You'd better... • You should...

XI. VOCABULARY TOOLS

30 **Sort out the tools given below into the corresponding columns of the table. Some tools may be in more than one column.**

Power/electric Tools	
Measuring Tools	
Drawing Tools	
Cutting Tools	
Gardening Tools	
Woodworking Tools	
Fastenings	

- a tool kit
- a hand/ electric drill
- a (an electric) saw, to saw
- an axe
- a hammer
- pliers
- a screwdriver
- a spanner (*AE*: a wrench)
- a tape measure
- a folding ruler
- tweezers
- a file
- a set square
- a chisel
- a plane
- a screw
- a hook
- a nut
- a washer
- a bolt
- a nail
- a paintbrush
- a (paint) roller
- sandpaper
- scissors
- a rake
- a spade
- a fork
- a spirit level

31 **What tools can you see in the pictures? What are they used for?**

32 **Use names of tools to complete the sentences below.**

1) Mechanics tighten or loosen nuts and bolts with a _____.
2) We knock nails into wood with a _____.
3) A _____ is used to even and to smooth rough surfaces.
4) Woodchoppers used to cut down trees with an_____, but nowadays they use a power _____.
5) We carve wood or stone with a _____.
6) Different parts of a bicycle and other machines are kept together with _____ and _____.
7) We use a screwdriver to put in or take out _____.
8) We cut paper or cloth with a pair of _____.
9) Screws are put in and taken out with a _____.
10) To dig holes in the ground we use a _____.
11) An electric_____ makes holes in metal, wood, or stone much quicker than a hand one.
12) Carpenters use a hammer to knock a _____ into wood.
13) We collect dry leaves and make earth level with a _____.
14) People use this tool with long jaws for holding, bending, twisting or cutting wire, etc. It is called _____.

33 **What do people do with the objects given below? Make up sentences with each of them. Follow the example.**

Examples: **My father uses a screwdriver when he needs to turn screws. All the window panes in our flat are screwed together, so I have to use a screwdriver to turn out screws every time I clean the windows.**

1) a bolt/ nut
2) a washer
3) a screwdriver/ a screw
4) a hand drill/ an electric drill
5) a power saw
6) a plane
7) a chisel
8) paint
9) a roller
10) a brush
11) a plug
12) a socket
13) a flex

34 **Answer the questions.**

1) If you had to live without two of the following, which ones would you choose to leave behind? Why?
a) scissors
b) a paintbrush
c) a hook
d) a screwdriver
e) a plane

2) Which of these do you or would you prefer to be electric? Why?
a) a drill
b) a saw
c) pliers
d) tweezers
e) a wrench

3) Which of these five instruments wouldn't be of much use to a car mechanic?
a) a spirit level
b) a set square
c) sandpaper
d) a tape measure
e) a chisel

4) Which of these tools wouldn't interest a metal worker?
a) a spade
b) a plane
c) a file
d) an axe
e) a power saw

35 **Answer the questions using the verbs from the box.**

- switch on
- switch off
- plug in
- unplug
- turn up
- turn down

What should you do if:

1) your hair is wet and you want to dry it?
2) the mixer spins too quickly?
3) you've finished to press clothing?
4) you've finished to tumble dry bed-linen?
5) the stove fire is too slow?
6) you need to grind some coffee beans?
7) your food processor doesn't go fast enough?
8) the iron is burning your blouse of lightweight fabrics?
9) you've just taken out the vacuum cleaner from the utility room and want to use it?
10) the iron isn't getting the creases out of your clothes?
11) the bulb has fused and there's electricity in wires?
12) you want to defrost the fridge?

XII. READING

36 **You are going to read about one of the most famous examples of inefficiency and bad management. Read the text and decide if the statements given after it are true or false.**

How Uncle Podger Put Up a Picture

You never saw such a commotion up and down a house, in all your life, as when my Uncle Podger undertook to do a job. A picture would have come home from the frame-maker's and be standing in the dining-room, waiting to be put up; and Aunt Podger would ask what was to be done with it, and Uncle Podger would say:

"Oh, you leave that to me. I'll do all that." And then he would take off his coat, and begin. He would send the girl out for sixpen'orth of nails and then one of the boys after her to tell her what size to get.

"Now you go and get me my hammer, Will," he would shout; "and you bring me the rule, Tom; and I shall want the step-ladder and I had better have a kitchen-chair, too; and I shall want somebody to hold me the light; and Tom! Tom, you come here; I shall want you to hand me up the picture."

And then he would lift up the picture, and drop it, and it would come out of the frame, and he would try to save the glass, and cut himself; and then he would spring round the room, looking for his handkerchief. And when half an hour had been spent in tying up his finger, he would have another go, the whole family, including the girl and the charwoman, standing round in a semi-circle, ready to help. Two people would have to hold the chair and a third would help him up on it, and hold him there, and a fourth would hand him a nail and a fifth would pass him up the hammer. And with the first blow he would smash his thumb and drop the hammer on somebody's toes.

About midnight the picture would be up and everybody dead beat and wretched,— except Uncle Podger.

"There you are," he would say, stepping heavily off the chair on to the charwoman's corn, and surveying the mess he had made with evident pride. "Why, some people would have had a man in to do a little thing like that!"

Jerome K. Jerome
Three Men in a Boat

Statements

1) There was always a commotion in the house when Uncle Podger undertook to do something. ☐

2) Aunt Podger wanted Uncle Podger to hang up the picture. ☐

3) Before hanging the picture Uncle Podger sent two children to the shop to buy nails. ☐

4) The tools he used for hanging the picture were: nails, a hammer, a rule and a step-ladder. ☐

5) Uncle Podger was holding the light with one hand and putting up the picture with the other. ☐

6) Uncle Podger cut himself, when the picture fell down. ☐

7) When he cut himself somebody immediately gave him a handkerchief. ☐

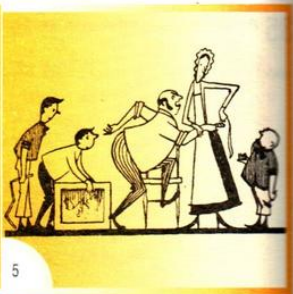
8) Uncle Podger spent half an hour tying up his finger. ☐

9) Five people were actively involved in the process of hanging the picture. ☐

10) The first blow of the hammer hurt Uncle Podger's thumb and toes. ☐

11) The charwoman was the last to suffer from Uncle Podger's undertaking. ☐

1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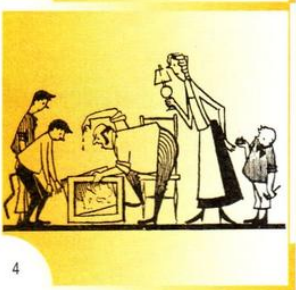
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37 **Without looking at the text above describe the cartoons.**

38 **Complete the dialogue putting Jimmy's phrases in the appropriate order. Then act out the dialogue with your partner.**

A THING OF BEAUTY...

JENNY: Look! I've bought a lovely reproduction of a painting by Turner. I'm going to put it up here in my bed-room.
JIMMY: (1) _____
JENNY: Yes, please do. I'm not very good at doing odd jobs.
JIMMY: (2) _____
JENNY: Well, here, I think. The light is rather good, isn't it?
JIMMY; (3) _____
JENNY: Here you are, Jimmy. (*She hands him the nails and the hammer.*) Are the nails long enough?
JIMMY: (4) _____
JENNY: Jimmy! My best arm-chair! You barbarian! Take off your shoes!
JIMMY: (5) _____
JENNY: Don't be vulgar! Up you go! (*He climbs on to the arm-chair.*)
JIMMY: (6) _____
JENNY: A bit higher, Jimmy. (*He raises the picture.*) No, that's too high, now... A little lower, please. Yes, that's better... A little more to the left... Not too much! A little higher. Just a shade!
JIMMY: (7) _____
JENNY: Well, Jimmy... honestly I don't know. I'll have to think it over... And I am not sure I'm not going to exchange this picture for one by Constable...
JIMMY: (8) _____

Jimmy' phrases:

a) Yes, they will do. (*He prepares to climb on to an arm-chair.*)
b) I say, would you make up your mind? I'm not going to do balancing tricks here for the rest of the evening! Higher or lower?
c) Do you want me to give you a hand?
d) Hurry up, please! Pass me the masterpiece! (*He lifts the picture and places it against the wall.*)
e) Where exactly do you want to hang it?
f) (*stepping off the chair*) Well, keep me informed, will you? May I put on my shoes again, now? No, I might spoil the carpet. I'll put them on the landing! (*He goes out with his shoes in his hand.*) Good evening, madam!
g) OK! Pass me the nails and the hammer.
h) Take off my shoes? My goodness, you're rather fussy, aren't you? (*He takes off his shoes.*) Do you want me to go and wash my feet, now?

XIII. READING

39 **Have you ever had any accidents at home? Answer the questions below.**

1) When did you last cut yourself while cooking? How did it happen?
2) How often do you break something made of glass? When did you last break something and how did you clean the mess?
3) Have you ever slipped on the wet floor? How did it happen?
4) Have you ever burnt or scalded yourself while cooking? What was the reason of that accident?
5) Do you know about any accidents when people were electrocuted at home? How can it happen?
6) What power tools can people be injured with? How can you avoid it?
7) Why is it dangerous to keep poisonous chemicals at home?
8) Why could a do-it-yourself job be dangerous?
9) Do people ever hurt themselves while gardening? How can this happen?
10) What safety precautions should children be taught at home?

40 **You are going to read about some safety precautions everyone should follow not to be injured at home.**
Read the text and agree or disagree with the statements given after it.

Safety Mode

Most people consider their home a safe place, but it may be the most dangerous place of all. About one third of all accidental injuries occur in the home.

In many homes, the kitchen is the busiest room — and one of the most dangerous. To prevent cuts, keep kitchen knives in a knife rack, not loose in a drawer. Store sharp-edged tools in a rack or box. Sweep up broken glass as soon as possible, and never pick up glass splinters with your bare hands. Sweep the splinters into a dustpan and use a damp paper towel to pick up any remaining particles. Prevent falls by wiping up water, grease, or anything else spilled on the floor.

Be careful not to burn or scald yourself or others while cooking. Turn pot handles toward the back of the range. If a handle sticks out, a child might grab it or a passing adult might knock the pot over.

Dry your hands thoroughly before using a hairdryer or any other electrical appliance. Water is a good conductor of electricity, and you could be electrocuted by touching anything electrical while your hands or feet are wet. If you listen to the radio while taking a bath, use a battery-powered model. A plugged-in radio could electrocute you if the radio fell into the water or if you touched it with wet hands.

Safety in utility areas depends largely on the careful use of such hazardous items as power tools, appliances, and poisonous chemicals. The chemical products should be stored in tightly covered containers or have a childproof lid or cap so that youngsters cannot get at them. Fuel-burning stoves, heaters, and other appliances should be used only in well-ventilated areas.

Do-it-yourself projects can be dangerous. Select your tools carefully, handle them with caution, and clean up thoroughly after you finish working. Never operate a power tool in the rain or in a damp area. Dress properly when you work with power tools. For example, wear shoes instead of sandals, remove any ring, watch, or other jewelry that might get caught in the tool. Never leave a tool plugged in if children are present.

Dispose of an old freezer or refrigerator if it is not being used — or at least remove the door. A child might use the appliance as a hiding place, become trapped inside, and suffocate.

Clear out rubbish, old clothing, and other unused items from the attic, basement, closets, and other storage areas.

If you use a spade or shovel when gardening, wear heavy work shoes to prevent foot injuries. Use work gloves to protect your hands from cuts and scratches. Learn to recognize poison ivy so you can stay away from it. If you use a fertilizer, pesticide, or weed killer, avoid breathing the dust or spray and try not to get it on your skin.

Keep your lawn and garden tools in a garage or shed. Never leave them lying around where someone might step on them and be hurt.

Other precautions must be taken in every room of your home. One of the most important safety defenses is good housekeeping. Do not leave toys, shoes, and other objects on the floor where someone could trip over them. Tools and household cleaners should never be placed where children can get at them. For the greatest safety, keep everything in its proper place. After you have used an item, put it away immediately.

Statements

1) To prevent cuts while cooking, wear rubber gloves all the time.
2) To prevent cuts after breaking a glass, pick up carefully all the glass splinters from the floor with your hands.
3) To prevent falls on the wet floor, never wash it with soapy water.
4) Not to burn or scald while cooking, never work with boiling water.
5) Not to get electrocuted, put a rubber mat in the bath while bathing.
6) Not to get injured while using a power tool, wear a helmet.
7) To avoid a fire in the utility room, keep the windows open all the time.
8) Not to have a child suffocated in an old fridge, seal its door with some scotch tape.
9) To avoid injuries digging soil in the garden, ask someone else to do it for you.

41 **In the text you have read find the English equivalents of the Ukrainian words and phrases connected with safety precautions at home.**

1) безпечне місце
2) випадкові травми
3) підставка для ножів
4) розбите скло
5) інструменти з гострими краями
6) осколки скла
7) підбирати осколки скла голими руками
8) витирати
9) проливати воду
10) обпектися або обвариться
11) ручка каструлі
12) стирчати
13) зіштовхнути каструлю
14) електроприлад
15) провідник електрики
16) зазнати електричного удару
17) радіо на батарейках
18) небезпечні предмети
19) отруйні хімікати
20) щільно закриті ємкості
21) добре провітрені приміщення
22) користуватися з обережністю
23) схованка
24) задихатися
25) робочі рукавички
26) захищати руки від порізів та подряпин
27) добрива
28) заходи попередження
29) спіткнутися на чомусь
30) зберігати все на своєму місці

42 **Speak about a home accident you have witnessed or heard/read of using the vocabulary from ex. 40.**

XIV. SPEAKING

43 **Labour costs are very high today. Why pay someone to do a simple job when it costs you nothing to do it yourself? Describe the things you can do yourself. How much money do you save monthly in this way?**

44 **Choose one of the parts and enjoy the role play.**

Student A. It's your day off tomorrow and you are going to make a special effort and see to lots of jobs that you've been meaning to do for ages but haven't just got round to. Talk to the person you live with about your plans. Use the following phrases:

- **First of all, I'm going to...**
- **If I have time after that, I'll...**
- **In the afternoon I'm going to...**
- **It's an absolute must to...**

Student B. Your room-mate (brother/sister) is planning to do a lot of do-it-yourself jobs around the house and the garden tomorrow. You know that s/he is not a very careful person and has had a lot of accidental injuries in the home before. Warn him/her about them. Give advice how to protect him/herself in the jobs your room-mate (brother/sister) is going to undertake. Use the following phrases:

- **If I were you...**
- **You'd better...**
- **Don't even think of...**
- **It would be better if you...**

45 **There are a lot of idioms and sayings in English about housekeeping. Match them with their definitions.**

1) To sweep smth under the carpet	a) to say exactly what you think about it
2) A new broom sweeps clean.	b) to hide smth which might cause trouble or a scandal
3) To wait for the dust to settle/ When the dust settles	c) to discuss one's personal (esp. unpleasant) affairs openly
4) To call a spade a spade	d) to forget past faults or offences and make a fresh start
5) To wipe the slate clean	e) one can always improve one's habits, way of life
6) To wash one's dirty linen in public	f) a new person appointed to a responsible position starts to change things energetically
7) It's never late to mend one's ways.	g) to wait for a situation to become clear or certain

46 **Fill in the gaps with the idioms or sayings from task 45.**

1) Psychologists claim that it is not healthy to refuse talking about unpleasant incidents and trying to _____.
2) The blackmailer cleverly supposed that the young politician wouldn't want a scandal that might destroy his political future and the prospect of _____ would horrify him.
3) Even the old professors were a little frightened of that young fellow, his manner to speak directly and _____.
4) When everybody saw how well the new boss was doing trying to establish order in our department, some often said, "_____."
5) After leaving prison Derek said to his sister, "I'll never deal with these people again, I'm finally through with my bad habits, and I've decided _____ and start my life anew."
6) I know that your brother is in despair now. A bit later, _____, I'll talk to him and iron out this problem.
7) Believe it or not, but Peter used to be a very troublesome student. But now he attends all classes and does all homework and even has improved his results in academic writing. They say he is going to get a diploma with honours. So it's true that _____.

XV. REVISION TRANSLATION

47 **A reporter has interviewed a first year Ukrainian student, Oksana Semerenko. Translate the interview into English so that it could be published in an English youth magazine.**

Журналістка: Я знаю, що у вас велика родина, п'ятеро дітей, ти найстарша дочка. Як розподілено домашні обов'язки у вашій родині?

Оксана: Звичайно, більшу частину домашньої роботи виконує мама. Вона готує їжу і робить основні покупки. Але ми всі допомагаємо їй, як можемо. Наприклад, кожний застилає вранці своє ліжко. В суботу ми всі разом прибираємо квартиру. Батько і мої старші брати пилососять меблі та вибивають килими. На жаль, у нас старий пилосос, і він не може мити килими, як сучасні моделі. В кімнатах у нас паркетна підлога, тому ми її не миємо, а натираємо. Але мити підлогу в кухні, ванній та коридорі, де вона вкрита лінолеумом, — мій обов'язок.

Журналістка: А у молодших членів вашої родини є якісь обов'язки?

Оксана: Звичайно. У великій родині дітей треба привчати до домашньої роботи змалечку. Моя трирічна сестричка, наприклад, знає, що вона кожного дня має витирати пил з меблів, до яких вона може дістати зі стільця. А брат-першокласник завжди купує хліб і молоко.

Журналістка: Прати брудну білизну, на мою думку, одне з найважчих і найнудніших занять. Хто у вас цим займається?

Оксана: На щастя, у нас нова пральна машина, яка навіть сама викручує білизну. Лишається тільки її випрасувати. Великі речі, такі як підодіяльники і простирадла, прасує батько, а дрібну білизну — я або мама. Минулого року ми подарували мамі прасувальну дошку і «розумну» праску з відпарюванням і регулятором температур. Мама каже, що тепер прасування — це самісіньке задоволення.

Журналістка: А якщо у вас удома щось ламається, ви викликаєте слюсарів та водопровідників?

Оксана: Тільки якщо тато у відрядженні. Він у нас майстер на всі руки: може і кран відремонтувати, і меблі нові зробити.

Журналістка: А квартиру ви ремонтуєте теж самі?

Оксана: Так, і робимо це із величезним задоволенням. До речі, останній ремонт ми робили два роки тому. Батько з братами пересували меблі й клеїли шпалери, а ми з мамою фарбували вікна та двері. У нас у всіх був чудовий настрій, і ми працювали дуже швидко. Ремонт було повністю закінчено за два тижні.

Журналістка: Оксано, велике спасибі за інтерв'ю. Поговоривши з тобою, хочеться мати велику родину.

XVI. WRITING

48 **The magazine "Good Housekeeping" has started a new page "Tips for Young Housewives". Write a letter to share some useful tips with other readers about how to keep your house efficiently.**

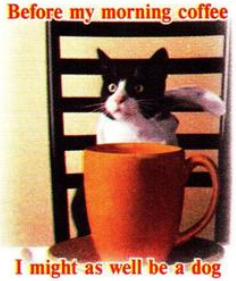
Unit 13 EAT WITH PLEASURE, DRINK AT MEASURE

I. LEAD IN

1 **Answer the questions given below.**

1) Do you 'eat to live' or 'live to eat'?
2) Do you keep to any kind of a diet?
3) Is there a dish you are never tired of eating?
4) Is there a dish or food you have always hated?
5) Do you watch TV programmes where chefs, cooks or famous people offer different recipes? Have you ever tried to cook their dishes? If yes, what was the result? If no, why not?
6) What food is healthy? What food can be dangerous? What does it depend on?

Before my morning coffee



I might as well be a dog

II. VOCABULARY DESCRIBING FOOD AND COOKING PROCESS

- home-made food
- ready-to-cook foods
- takeaway food
- junk food
- to feed smb on wholesome food
- to taste, to try smth
- to smell/ taste delicious
- to smell/ taste of smth
- to taste/ smell like smth
- to (be) go off/ stale/ sour
- tasty
- tasteless
- raw
- burnt
- frozen
- smoked
- jelly
- canned/ tinned
- underdone, undercooked/ done to a turn/ over-cooked, overdone
- to bake
- to boil
- to fry
- to roast
- to grill/ to broil (*AE*)
- to deep-fry
- to stew
- to simmer
- to stuff (with)
- to stir
- a saucepan/ casserole/ pot with a lid
- a frying pan

2 **Match the adjectives with their meaning:**

1)	wholesome	a)	likely to make you healthy
2)	fattening	b)	food which makes you put on weight
3)	nutritious	c)	containing a lot of fat
4)	fatty	d)	having a pleasant taste and smell
5)	stodgy	e)	containing a lot of fat, butter, eggs and making you feel full quickly
6)	savoury	f)	containing many useful substances
7)	organic	g)	naturally grown, having no chemical additives

3 **What food can be described as:**

- bitter
- hot/ spicy
- sour
- mild
- salty
- savoury
- tender
- tough
- stodgy
- fresh
- juicy
- sweet

4 **What might you say about food if...**

- your bread is just out of the oven?
- your chips had too much oil on them?
- your orange isn't ripe enough?
- your dish had obviously been cooked too much/ too long?
- you see blood in your chop?
- your piece of meat was absolutely perfectly cooked?
- your dish seemed to have no flavour at all?
- strawberries are in the freezer?
- if the bottom of your pie is black?

5 **Translate the following from English.**

1) Somehow Tommy's cooking always tastes of grease, stale grease. (*Twain*)
2) Sherry? If I were to send my pint of wine to some famous chemist to be analysed, what would it turn out to be made of? It tastes of pepper, sugar, bitter almonds, vinegar, warm knives, any flat drinks, and a little brandy. (*Dickens*)
3) If someone could have followed our two friends into the wide-verandahed house, sat down with them in the cool room, where the wine shone on the lamp-lighted tablecloth; tasted of their exotic food — the raw fish, the breadfruit, the cooked bananas, the roast pig, and that kind of delicacies. (*Stevenson*)
4) Often enough had he tried to reach those lips against her consent — often had he said gaily that her mouth and breath tasted of the butter and eggs and milk and honey on which she mainly lived... (*Hardy*)
5) "And have they all tasted of a slightly bitter flavor, like that of dried orange-peel?" (*Burrough*)
6) It was true that Tarzan and Tantor were the best of friends, and that Tarzan never yet had tasted of the flesh of the elephant. (*Burrough*)
7) Never in his life had Peyrade seen such splendor, or tasted of such cookery, or seen such fine women. (*Burrough*)
8) At last we reached a hut, and there we cooked our meat and some vegetables the women brought us, and had milk from cows and cheese from the milk of wild goats, with honey and thin bread made from wheat flour of their own grinding, and grapes and the juice of grapes. It was quite the most wonderful meal I had eaten since my colored chef, who could make pork-chops taste like chicken, and chicken taste like heaven, cooked for me. (*Burrough*)
9) What does that lobster salad you mentioned taste like, Brother Jackson?" (*O'Henry*)
10) Then one Sunday evening, Jurgis sat puffing his pipe by the kitchen stove, and talking with an old fellow whom Jonas had introduced, and who worked in the canning rooms at Durham's; and so Jurgis learned a few things about the great and only Durham canned goods, which had become a national institution. They were regular alchemists at Durham's; they advertised a mushroom-catsup, and the men who made it did not know what a mushroom looked like. They advertised "potted chicken". Perhaps they had a secret process for making chickens chemically — who knows? And then there was "potted game" and "potted grouse", "potted ham", and "deviled ham" — made out of the waste ends of smoked beef that were too small to be sliced by the machines, and potatoes, skins and all. All this ingenious mixture was ground up and flavored with spices to make it taste like something. (*Sinclair*)
11) "Is this the same lemonade?"
"I believe so."
"What did it taste like?"
"It had a bitter taste."
The doctor poured some drops of the lemonade into the palm of his hand, put his lips to it, and after having rinsed his mouth as a man does when he is tasting wine, he spat the liquor into the fireplace. (*Dumah*)
12) "Haven't you eaten anything in many years?" asked Dorothy.
"Nothing except six ants and a monkey," the cannibal said. "I thought the monkey would taste like meat people, but the flavor was different. I hope you will taste better, for you seem plump and tender."
"Oh, I'm not going to be eaten," said Dorothy. (*Baum*)
13) The whisky bottle, which had been corked, was upon the floor unbroken and about a third full. I took a good pull at the spirit; to me it tasted like nectar from the gods. (*Burrough*)

6 **Translate into English. Use taste of/ like, smell of/ like where necessary.**

1) Я випив чашку чаю, що віддавав кавою. Ти що, не помив чашки після сніданку?
2) Ця мінеральна вода на смак як оцет.
3) У наших слив просто райський смак!
4) Дивно, що у цих тістечок шоколадний присмак, хоча я не додавала в них шоколад.
5) Що ти робиш? — Куштую суп. На смак він як грибний.
6) Запах свіжоспеченого хліба завжди робить атмосферу в будинку більш затишною.
7) Після того як я спробував потроху від усіх страв, я зрозумів, що мені зовсім не подобається, як вона готує.
8) У кімнаті стояв запах лимонів.
9) У цієї страви дуже приємний запах. Сподіваюся, і на смак вона буде чудовою.
10) У кухні щось смердить. — О боже, це риба, що я збиралася приготувати на вечерю!
11) Тушковані баклажани пахнуть як гриби.
12) На смак ця страва занадто віддає часником.
13) У її подиху був запах м'яти.
14) Малюк відкусив шматочок яблука, що лежало у вазі, але в ньому не було ніякого смаку, і він подумав, що воно несправжнє.
15) Що ти готуєш? Пахне шашликом. — Просто смажу м'ясо.

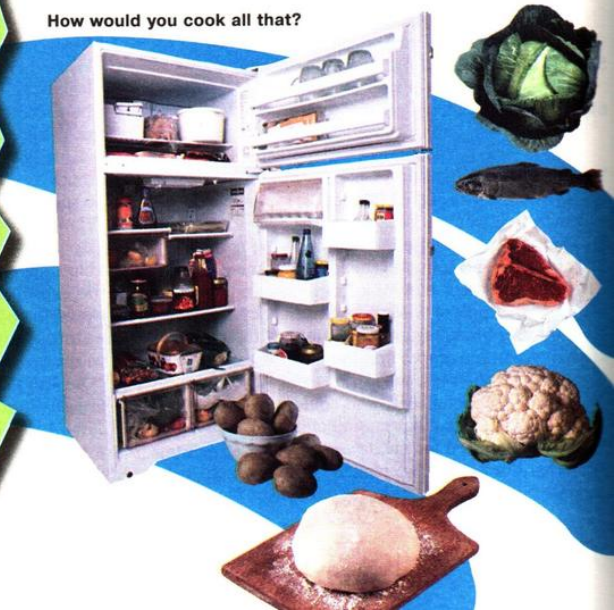
7 **A)** **Match the verbs with the pictures showing different ways of cooking food.**

a) to bake
b) to stew
c) to boil
d) to steam
e) to roast
f) to deep-fry
g) to grill = to broil (*AE*)
h) to fry

B) **You're expecting some guests to come. In your fridge there are some foods:**

- fish
- meat
- potatoes
- cauliflower
- cabbage
- ready-made dough

How would you cook all that?



8 **Paraphrase the expressions in italics using one of the words in the box**

·grilled (broiled) ·steam
·overcooked (overdone)
·well-done ·deep-fried
·medium-rare (underdone)
·boiled ·roast
·done to a turn
·fried

1) Frankly speaking, I don't like *meat cooked in water.*
2) My husband prefers *steaks cooked so that the inside is still red and juicy.*
3) Oh, my dear wife has given me *cutlets that have been cooked too much and don't taste nice.*
4) *Cook the chicken in the oven*, place it on a big dish and serve with green vegetables.
5) My doctor recommends me to eat *meat cooked over or under great heat.*
6) If you want to feed your child on meat dishes you'd better *cook meatballs above boiling water* for him.
7) My parents are elderly people and they try to avoid *food cooked in oil, butter or fat.*
8) I think chicken is best when *cooked completely covered with oil.*
9) He prefers his steak *cooked thoroughly and for a long time.*
10) Mmm, this chicken is *just perfect, not overdone.*

III. READING

9 **Read the text.**

The Three Fat Women of Antibes

One was called Mrs Richman and she was a widow. The second was called Mrs Sutcliffe; she was American and she had divorced two husbands. The third was called Miss Hickson and she was a spinster.

They were great friends. It was their fat that had brought them together and bridge that had cemented their alliance.

Frances Hickson invited Lena Finch to come and stay with them at Antibes. They were spending some weeks there on Frank's (Frances Hickson) suggestion. She proposed then that they should take a house at Antibes, where they could get plenty of exercise — everyone knew that nothing slimmed you like swimming. With a cook of their own they intended to avoid things that were obviously fattening. The plan worked very well.

...Three days later Lena Finch arrived. Frank introduced the stranger to her two friends. The conversation was easy, and presently they strolled back to the villa for luncheon.

In each napkin were two little antifat rusks. Lena gave a bright smile as she put them by the side of her plate.

'May I have some bread?' she asked.

Since none of the three had eaten bread for ten years. It was Frank, the good hostess, who recovered herself first.

'Of course, darling,' she said and turning to the butler asked him to bring some.

'And some butler,' said Lena in that pleasant easy way of hers.

There was a moment's embarrassed silence.

'I don't know if there's any in the house,' said Frank, 'but I'll inquire.'

The butler brought a long crisp roll of French bread. Lena split it in two and plastered it with the butter, which was miraculously produced.

A grilled sole was served. The rest of the luncheon consisted of lamb cutlets, with the fat carefully removed, and spinach boiled in water, with stewed pears to end up with, Lena tasted her pears and gave the butler a look of inquiry, that resourceful man understood her at once and though powdered sugar had never been served at that table before handed her without a moment's hesitation a bowl of it. She

helped herself liberally. The other three pretended not to notice. Coffee was served and Lena took three lumps of sugar in hers.

'You have a very sweet tooth,' said Arrow (Mrs Sutcliffe) in a tone which she struggled to keep friendly."

But human nature is weak. You must not ask too much of it. They ate grilled fish while Lena ate macaroni sizzling with cheese and butter; they ate grilled cutlets and boiled spinach while Lena ate pâté de foie gras; twice a week they ate hard-boiled eggs and raw tomatoes, while Lena ate peas swimming in cream and potatoes cooked in all sorts of delicious ways. The chef was a good chef and he leapt at the opportunity afforded him to send up one dish more rich and tasty.

The butler disclosed the fact that he could make half a dozen kinds of cocktails and Lena informed them that the doctor recommended her to drink burgundy at luncheon and champagne at dinner. The three fat women persisted.

Lena was going to stay with friends on the Italian Riviera and Frank saw her off by the same train as that by which she had arrived. When she turned away from the departing train she heaved such a vast sigh of relief that the platform shook beneath her.

She passed through the Monkey House, looking about her to say 'Good morning' to anyone she knew, and then stopped dead still. Beatrice (Mrs Richman) was sitting at one of the tables, by herself.

'Beatrice, what are you doing?' she cried in her deep voice. Beatrice looked at her coolly.

'Eating,' she answered.

In front of Beatrice was a plate of croissants and a plate of butter, a pot of strawberry jam, coffee and a jug of cream. Beatrice was spreading butter thick on the delicious hot bread, covering this with jam, and then pouring the thick cream overall.

The tears welled up to Frank's eyes. Suddenly she felt very weak and womanly. Speechless she sank down on a chair by Beatrice's side. A waiter came up. With a pathetic gesture she waved towards the coffee and croissants.

'I'll have the same,' she sighed. In a moment, the waiter brought her croissants, butter, jam and coffee.

'Where's the cream, you fool?' she roared like a lioness.

She began to eat. She ate gluttonously. The place was beginning to fill up with bathers. Presently Arrow strolled along. On her way, she caught sight of Frank and Beatrice. She stopped. She could hardly believe her eyes.

'My God!' she cried. 'You beasts. You hogs.'

She seized a chair. 'Waiter.' In the twinkling of an eye the waiter was at her side.

'Bring me what these ladies are having,' she ordered.

Frank lifted her great heavy head from her plate.

'Bring me some pâté de foie gras,' she boomed.

The coffee was brought and the hot rolls and cream and the pâté de foie gras. They spread the cream on the pâté and they ate it. They devoured great spoonfuls of jam. They crunched the delicious crisp bread pleasantly. They ate with solemn, ecstatic enthusiasm.

'I haven't eaten potatoes for twenty-five years,' said Frank in a far-off brooding tone.

'Waiter,' cried Beatrice, 'bring fried potatoes for three.' The potatoes were brought. They ate them with their fingers.

'Bring me a dry Martini,' said Arrow.

'Bring me a double dry Martini,' said Frank.

'Bring three double dry Martinis,' said Beatrice.

They were brought and drunk at a gulp.

'I wonder if they've got any chocolate eclaires,' said Beatrice.

'Of course they have.'

And of course they had. Frank thrust one whole into her huge mouth, swallowed it and seized another, but before she ate it she looked at the other two and plunged a vindictive dagger into the heart of the monstrous Lena.

'You can say what you like, but the truth is she played a damned rotten game of bridge, really.'

'Lousy,' agreed Arrow.

Extract from the story by S. Maugham. Abridged

10 **Answer the questions about the text.**

1) Who are the main characters? Why were they staying together?
2) What did the three fat women have for luncheon? Compare their menu with Lena's. How did their food differ during their stay?
3) What talents did their chef and the butler disclose?
4) What happened after Lena Finch had left?
5) How did Arrow Sutcliffe react when she saw her friends eating?
6) What did the ladies order?
7) Describe the way (manner) they were eating.
8) What was Frank's revenge on Lena Finch like?

11 **Find in the text words and phrases similar in meaning to the following.**

1) to eat noisily
2) to eat quickly with great eagerness
3) to like eating sweet things
4) to regain self-control
5) to take fat away
6) to put butter on top
7) to cut into two parts
8) to serve oneself with food or drink
9) to give coffee to smb
10) a sweet dry hard golden-brown bread
11) to eat too much in a greedy way
12) a greedy, dirty, vulgar person (*informal*)
13) formal meal around midday, usually in honour of a famous person or to celebrate an important event
14) to walk in a slow, relaxed way
15) to drink very fast by swallowing large quantities at once

12 **Put in the missing prepositions looking for help in the text.**

1) The manager introduced a new chef _____ the rest of the staff.
2) He was so absorbed in the dinner that didn't notice the letter lying _____ the side of his plate.
3) Elena gave the waiter a look of inquiry and he handed her another helping _____ a moment's hesitation.
4) When I went into the kitchen the kids were sitting under the table and devouring the huge cake _____ their fingers.
5) For breakfast she usually has a cup of coffee and a croissant. She slits it _____ two, plasters _____ butter and puts jam or chocolate spread on top.
6) The restaurant was overcrowded with smartly dressed people chattering and laughing. The waiters served the tables _____ the twinkling _____ an eye.
7) Martin was so thirsty that drank a glass of water _____a gulp.
8) In the restaurant we ordered salad, stuffed chicken and double dry Martini _____ three.

13 **Retell the text in the person of each character.**

IV. VOCABULARY

BREAD, CONFECTIONERY AND CEREALS

- white/ wheat bread
- brown/ rye bread (with bran)
- a roll/ bun
- a ring roll, a bagel
- a croissant
- a gingerbread
- a muffin
- pastry, biscuits/ cookies (*AE*)
- a wafer/ a waffle
- a sponge cake
- a doughnut
- a rusk
- bread crumbs
- a loaf of bread
- a slice of bread
- to keep bread in a bread bin
- the crust of bread/ crusty
- a gateau
- a mince pie
- an apple pie
- a tart
- a pancake
- meat, cheese, cherry dumplings

BAKING

- a sieve
- to sieve flour
- a mixing bowl
- to knead dough
- to whip/ beat an egg with a whisk
- yeast
- a rolling pin
- to grease the cake tin
- to spread (with)
- a filling

CEREALS AND PASTA

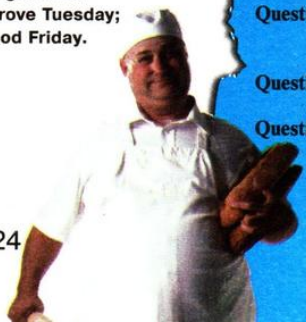
- barley
- buckwheat (boiled buckwheat)
- corn
- millet
- oats = oatmeal (*AE*)
- porridge/ oatmeal
- rice
- cornflakes
- semolina
- muesli
- macaroni
- noodles
- spaghetti
- vermicelli
- to drain (pasta) in a colander

14 **Answer the questions using the vocabulary.**

1) What kind of bread do you usually buy for your family? What kinds of bread does each member of your family prefer?
2) How often do you buy pastry? What kinds of pastry do you like?
3) Each housewife has her own recipe book for making cakes. Does your mother have one? Where does she find new recipes?
4) Most English people begin their morning with a glass of juice, cereals, jam on toast and tea. And what about you?
5) Cheese and cherry dumplings are part of Ukrainian cuisine. Do you often make them in your family? What other kinds of dumplings do you like?
6) Some housewives find it hard to knead dough. Have you ever done it? When?
7) What cereals do you prefer? Which of them do you hardly ever eat?
8) Do you like eating corn on the cob or tinned sweet corn?
9) How do you like to eat boiled buckwheat: with meat and gravy, with milk, with sugar, with butter?
10) What kinds of pasta do you like most of all?
11) Vermicelli, macaroni and spaghetti are Italian national dishes but they have become popular in many countries of the world. Why do you think it happened?

V. LISTENING

15 **Listen to the educational radio programme and answer the questions asked after the programme (in writing).**
Mind the names of some church holidays used in the programme:
Shrove Tuesday;
Good Friday.



Question one: How many kinds of grains I mentioned in my talk can you name?
Question two: What is the main food in many oriental countries?
Question three: What happens to most of the world's grain, especially wheat?
Question four: How is bread made in industrial nations?
Question five: What are the three types of bread? What is the difference between them?
Question six: Do you eat the same kinds of bread for breakfast and for tea as my children do, or do you eat something different? Tell me about it!
Question seven: Which sweet foods made from flour do you like? Which do you rarely eat?
Question eight: Can you describe the birthday cake you had last year?
I'm looking forward to you answers, my dear young listeners, good-bye!

16 **Arrange the sentences in the right order to explain how bread is made.**

a) Knead for five or ten minutes until you can feel it's really springy.
b) Leave it till it's all bubbly, and about twice the volume that it was.
c) Give it a tap, and if you get a sort of hollow sound then the bread is ready.
d) Tip it out of the tin.
e) Mix the yeast into the flour until you've got something not very sticky.
f) Let it rise, put it in a very hot oven, and then start bringing the temperature down.
g) Roll it up into a ball and leave it to double in size.
h) Mix the yeast with sugar, add a little water or milk.
i) Push it into the shape you want.

17 **Fill in the gaps in the recipe using the verbs in the box.**

- mix
- add
- combine
- stir
- pour
- bake
- cool
- poke
- spoon
- beat
- cream

LEMON-CRANBERRY LOAF

1) In a mixing bowl _____ the butter, sugar, lemon juice and peel.
2) _____ the eggs, one at a time; _____ well after each addition.
3) _____ the flour, baking powder and salt, add to the cream mixture alternately with milk.
4) _____ in cranberries and walnuts.
5) _____ the dough into a greased loaf pan.
6) _____ at 350 degrees for 40—45 minutes or until a toothpick inserted inside comes out clean.
7) _____ for 10 minutes before removing from the pan.
8) With a toothpick, _____ 12 holes in the loaf.
9) For glaze, _____ sugar and lemon juice until sugar is dissolved.
10) _____ the syrup over the loaf.

18 **Translate into English.**

1) Україна відома своїм хлібом. Зайдіть у будь-який хлібний магазин, і ви побачите безліч видів хліба: білий, житній, висівковий. Ви можете також купити до чаю сайки, рогалики, пончики і різні булочки.
2) Кейті була на дієті, і з усіх хлібобулочних виробів вона їла тільки черствий чорний хліб. Іноді на сніданок вона з'їдала пару сухих крекерів чи сухарів. А її молодша сестра Керол не могла утриматися від того, щоб не з'їсти бісквітне тістечко на десерт після обіду і не випити чаю з пряниками.
3) Після вечері мама поклала скибочки хліба, що залишилися, у хлібницю, зібрала крихти хліба зі столу і подала чай із фруктовими пиріжками, печивом і круасанами.
4) Дуже корисно їсти різні каші. Багато хто не любить манну кашу, якою, можливо, об'ївся в дитинстві. Але я раз на день, в основному на сніданок, їм або гречану, або рисову, або вівсяну кашу. Зараз у магазині можна купити мюслі з різними фруктами, які ви заливаєте гарячим молоком чи йогуртом і одержуєте ситний (nourishing/ rich) сніданок.
5) Я вважаю, що італійські макаронні вироби найсмачніші у світі. Я знаю, що в Італії їх багато видів, але найпоширеніші — це макарони, локшина, спагетті і вермішель. Зваріть будь-які макаронні вироби у великій кількості води, промийте їх у друшляку, додайте сир і соус. Це дуже швидко, зручно, а головне, смачно.

VI. VOCABULARY

MEAT AND MEAT PRODUCTS

- pork
- beef
- veal
- mutton
- lamb
- liver
- rabbit
- stock/ broth
- minced meat
- chops, cutlets
- meat balls
- beef steak
- roast beef
- frankfurters
- (smoked) sausage(s)
- chain sausage
- hot dogs
- bacon
- ham
- pâté
- to carve meat
- to mince meat
- to beat up meat
- rare/ medium/ well done steak

POULTRY AND GAME

- chicken
- duck
- turkey
- goose
- partridge
- quail
- pheasant
- (hazel) grouse

FISH AND SEAFOOD

- salmon
- tuna
- plaice
- herring
- carp
- perch
- pike
- sprat
- trout
- cod
- sardine
- to scale fish
- kippers
- a shrimp/ a prawn
- prawn cocktail
- a lobster
- caviar
- crawfish (crayfish)
- an oyster
- a mussel

DAIRY PRODUCTS

- whole/ low-fat/ pasteurized milk
- condensed milk
- butter
- cream
- sour cream/ Greek yoghurt
- kefir
- yoghurt
- curds, cottage cheese
- margarine
- mayonnaise
- hard/ soft cheese
- spread cheese/ cheesy spread
- processed cheese

19 **Answer the questions.**

1) What kinds of meat do you prefer?
2) What meat products do you like best of all?
3) What meat dishes are cooked quickly?
4) What meat dishes do people usually have for breakfast?
5) Have you ever tried any kinds of game? Which of them?
6) What kinds of poultry do you prefer?
7) What kinds of fish do you prefer: freshwater or sea fish?
8) How often and what sea products do you eat?
9) What is your favourite way of cooking fish?
10) Do you always cook fish or meat in the same way or experiment with different recipes?
11) Have you ever tried sushi, the traditional Japanese fish dish? Do you know what it is like?

20 **A)** **Match the ways of cooking eggs with their descriptions.**

1) Soft-boiled eggs
2) Hard-boiled eggs
3) Poached eggs
4) Fried eggs
5) Scrambled eggs
6) Baked eggs

a) In highly greased frying pan over heat bring 4 cm water to the boil. Reduce heat to low. One at a time, break eggs into saucer and slip into simmering liquid. Cook eggs 3 to 5 minutes or until of desired firmness. Carefully remove eggs from liquid with slotted spoon; drain each egg well.

b) In frying pan over medium heat, melt butter, margarine, or bacon dripping. One at a time, break eggs into saucer and slip them into a pan. Reduce heat to low. Cook eggs, basting tops with hot fat from pan ("sunny-side up") or turning eggs with pancake turner to cook on other side, until yolk is of desired firmness.

c) Put eggs in a pan with cold water. Bring eggs to the boil, remove the pan from heat and let stand for 15 minutes. Cool thoroughly in cold running water. To peel, gently crack shell all over against flat surface; pull off shell under running cold water.

d) Beat eggs with salt and pepper. Into pan over medium heat, in small amount of hot butter, margarine or bacon dripping, pour egg mixture. Cook until eggs are thickened throughout but still moist, about 3 to 5 minutes.

e) Preheat oven to 120°C. For each serving, generously butter a small individual oven safe baking dish; break two eggs into dish and sprinkle with salt and pepper. Cook 15 to 20 minutes until done as desired.

f) Put eggs in a pan roomy enough to hold them without crowding, with cold water to cover them. Over high heat, bring eggs to the boil. Remove the pan from heat, cover tightly, and let stand 2 to 3 minutes. Then pour off water and run cold water over eggs to stop cooking and make peeling easier.

B) **Do you know any other ways of cooking eggs? Give your recipes.**

21 **Translate the sentences into English.**

1) Постарайтеся скоротити вживання яловичини, свинини і баранини. Краще їжте варену курку, курячі парові котлети, тушковану морську рибу. Також раз на тиждень ви можете їсти морепродукти, особливо корисні креветки.
2) У моїй родині всі вегетаріанці, а я не можу жити без м'яса. Я вважаю, що немає нічого кращого, ніж теляча відбивна. Я віддаю перевагу відбивним, які добре просмажені, а дехто любить біфштекс «із кров'ю». Коли в мене немає часу готувати м'ясо, я купую сосиски, сардельки чи паштет.
3) З усіх видів м'яса я більш за все люблю птицю: курку, качку чи гусака. Я багато читав про смачні страви з дичини, але жодного разу їх не куштував. Мені страви з фазана, куріпки, перепела здаються екзотичними.
4) Раз на тиждень ми ходимо в рибний ресторан і їмо там страви з морепродуктів і різної риби. Мій чоловік віддає перевагу річковій рибі, такій як короп, окунь або щука, а я люблю лосося та тріску. Іноді я купую рибу і готую її вдома, хоча не виношу її чистити.
5) По дорозі додому зайди, будь ласка, у магазин і купи молодої баранини, гусячої печінки і шинки на сніданок. Для бабусі купи трохи камбали, вона просила смаженої риби.
6) Вам необхідно їсти більше молочних продуктів. Щодня пийте кефір, молоко чи йогурт. Заправляйте салати сметаною замість майонезу. Дуже корисний сир.

VII. VOCABULARY FRUIT AND VEGETABLES

22 **There are many vegetables that make part of our everyday diet, so you, surely, can give English equivalents of the following words:**

- картопля
- морква
- томат
- огірок
- буряк
- капуста
- лук
- солодкий перець
- горох
- квасоля
- часник

23 **Look at the picture and label each vegetable.**

- broccoli
- cauliflower
- Brussels sprouts
- an aubergine/ an eggplant (*AE*)
- a courgette/ a zucchini (*AE*)
- a pumpkin
- a turnip
- a radish
- dill
- lettuce
- parsley

24 **Give English equivalents to the following words:**

- яблуко, абрикос, банан, грейпфрут, виноград, лимон, манго, апельсин, диня, персик, груша, слива, вишня

25 **Sort the words out under the headings below:**

fruit **dried fruit**

•walnut
•persimmon
•raspberries •pineapple
•pomegranate •coconut
•tangerine •watermelon
•cranberries •gooseberries
•strawberries •kiwi •date
•dried apricots •fig •prunes
•raisins, sultanas
•almond •hazelnut
•currants (red, black)
•peanut

berries **nuts**

26 **Answer the questions using the vocabulary.**

1) What fresh vegetables and fruit can you eat in each season in Ukraine?
2) Do you eat vegetables and fruit to season or try to buy your favourites all the year round?
3) Do you prefer to eat fruit fresh, stewed, frozen, dried or in a salad?
4) Why are many people afraid of eating mushrooms?
5) What kind of vegetables can you have *"mashed"*, *"fried"*, *"baked"*, and even *"in jackets"*? It can also be prepared and eaten when it's still *"new"*.

27 **If your family had a garden or a kitchen garden, what fruit and vegetables would you grow there? Draw a plan to show where and what fruit trees, bushes and vegetable beds you would have.**

28 **Put down what you can do to each of the foodstuffs by listing the appropriate verbs. Then take each verb and say which of the foodstuffs it can be used with.**

• roll	• scramble	• knead	• grind
• scale	• mince	• stuff	• grate
• whip	• stew	• crack	• peel
• dice/ cube	• beat	• steam	• bone
	• squeeze	• chop	• mash

1) eggs
2) potatoes
3) meat
4) pastry or dough
5) fish
6) cream
7) vegetables
8) nuts
9) cheese
10) coffee beans
11) a lemon
12) chicken

SPICES, HERBS AND ADDITIVES

• sunflower/ olive oil	• curry
• bay leaf	• to add smth to taste
• mustard	• to dress the salad (with)
• vinegar	
• ketchup	• dressed, seasoned (with)
• horseradish	
• nutmeg	• to sprinkle with (salt)
• cinnamon	• heavily/ lightly spiced
• chilli	

29 **Use the vocabulary above in answering the following question:**

1) Is there a spice rack in your kitchen? What spices are there on it?
2) Every family has its own attitude to using spices in food and drinks. What spices are most often used in yours and what for?
3) Which spices are hot spices and which are mild ones?
4) What spices and dressings would you put into:

• a vegetable salad	• pastries
• soup or borshch	• sponge cakes
• a meat dish	• spaghetti with sausages
• chicken broth	

30 **Find the odd one out in each line of the words given below and explain your choice.**

1) dough pasta buckwheat bun
2) vinegar mayonnaise mustard yeast
3) parsley date plum mango
4) cod turkey trout pike
5) gooseberry cranberry raspberry strawberry
6) lemon orange tangerine pineapple
7) rolls buns rusks croissants
8) spaghetti grains poultry spices
9) turkey goose duck hen
10) onion pepper radish turnip

31 **Speak about dishes and foods which fit the following descriptions:**

- exotic
- simplest to prepare
- you find them uneatable
- make your mouth water
- low-calory
- eaten raw
- cheapest
- most expensive

VIII. VOCABULARY DRINKS AND BEVERAGES

SOFT DRINKS
- mineral/ spring water
- (fruit) juice
- lemonade
- fizzy drink/ soda / pop
- coke
- stewed fruit
- hot chocolate
- cocoa
- cocktail
- milkshake
- a blend of tea
- strong/ middling/ weak tea
- to brew tea
- strong/ black/ white coffee
- to grind coffee beans on a coffee grinder
- instant coffee
- dark/ light/ bitter beer/ lager
- a pint [paint] of beer (0,57litre (*BE*) or 0,47litre (*AE*))/ half-pint of beer

STRONG DRINKS
- dry/ fortified/ mild wine
- brandy (cognac)
- sherry
- (Scotch) whisky
- liqueur
- champagne
- to drink to....
- a cork, a stopper
- to pull a cork (with a corkscrew)

32 **Answer the questions:**

1) What soft drinks do you know?
2) What strong drinks have you ever tasted?
3) How do you make tea/ coffee?
4) Which fizzy drinks do you know?
5) What drink are the English pubs famous for?
6) What rules do you follow making tea?
7) What is the difference between black and white coffee?
8) What can people add to their tea and coffee?
9) What drink do most people have to see the New Year in?

33 **Discuss in small groups the recipes (ingredients) of cocktails you know/ have tried and choose two for your party. Give names to your cocktails. Compare your cocktails with the other groups' ones.**

IX. LISTENING

34 **A)** **Answer the questions:**

1) Are you a tea or a coffee person?
2) How many cups of tea/ coffee a day do you have?
3) Do you prefer instant coffee or ground coffee?
4) How much sugar do you take with your tea/ coffee?

B) **Match the English words with their Ukrainian equivalents.**

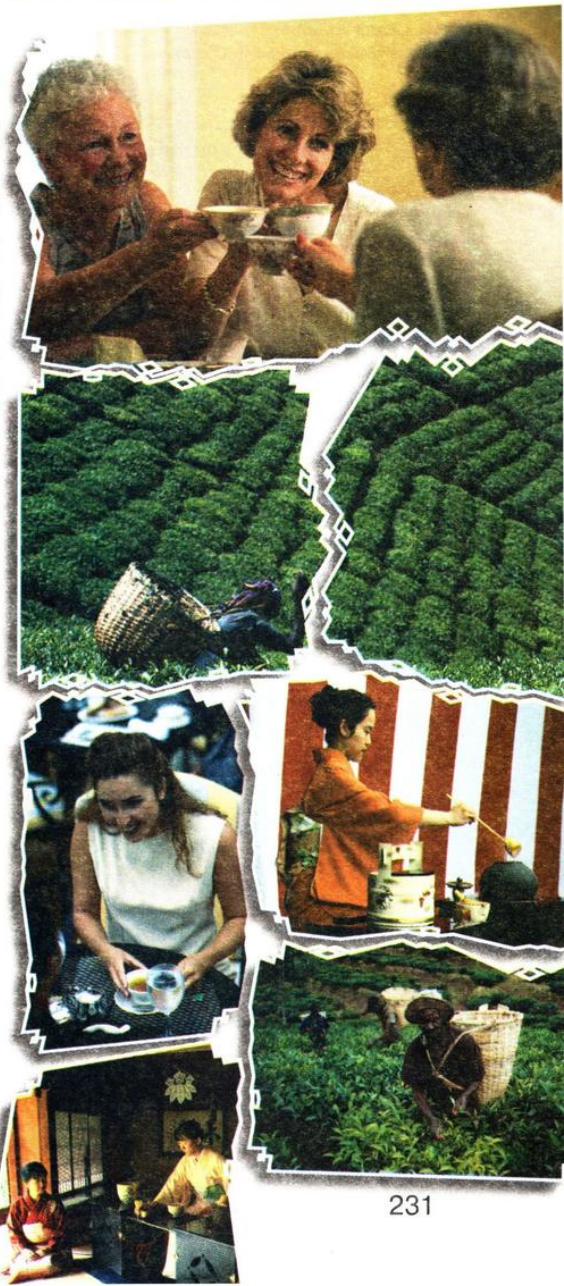
1)	stiff	**a)**	підтверджувати
2)	bud	**b)**	купець, торговець
3)	to confirm	**c)**	заварювати, варити
4)	determination	**d)**	змішувати
5)	airtight	**e)**	рішучість
6)	merchant	**f)**	бутон
7)	to brew	**g)**	несмачний, позбавлений смаку
8)	to blend	**h)**	з приємним запахом
9)	fragrant	**i)**	повітронепроникний, герметичний
10)	flat	**j)**	жорсткий, цупкий

35 **A) Listen to the story about tea drinking and decide if the statements given below are true or false.**

1) Northern Ireland is the only part of Britain where people drink little tea. ☐
2) In comparison with black tea and coffee, green tea has the least amount of stimulant. ☐
3) Most tealeaves from the tea bush are used in tea making. ☐
4) There are many legends about the origins of tea. ☐
5) Even in an airtight container tea can't be fresh after a year and a half of keeping. ☐
6) Earl Grey tea has an apple flavour. ☐
7) Different sorts of tea are bought and sold at London auctions once every week. ☐
8) Indian tea gives colour, African tea strength and Ceylon tea flavour. ☐

B) Listen to the text again and fill in the gaps in the sentences given below.

1) Tea comes from a(n) _____ tropical bush.
2) The eyelids sprang up into plants, from whose leaves man could make a drink to fight _____.
3) Tea should always be kept in something that has no _____, because it is very sensitive and takes up other smells.
4) Tea _____ originated when a tea merchant handed out samples of tea, sewn into little silk bags, to his clients.
5) Earl Grey was on a diplomatic mission to China, in the 1820s, when a mandarin told him the secret _____ of this delicious tea.
6) For example, the outstanding linguist Dr. Johnson's _____ hardly had time to cool...
7) English _____ Blend is one of the most popular speciality teas.
8) Each blend has its own colour, taste, smell and _____.



36 **A)** **Each national cuisine has special dishes cooked for different holidays. Read the recipes of some dishes cooked in Ukraine during Lent and fill in the gaps using the words in the boxes.**

It has been confirmed that fasting may be good for the human organism. People who observe strict fast during Lent are forbidden to eat meat and fish and are required to avoid overeating the food one is permitted to consume, not to use spices, not to eat sweets, pickles, dairy products and fried food. Below are two recipes of dishes traditionally cooked in Ukraine during Lent.

Borsch

•a saucepan •pearl barley •salt •cream •cabbage •carrot •tomato •garlic •potatoes •beet •leaves

Pour about 8 cups of water into (1)_____. Bring the water to the boiling point and put into it two or three peeled and diced (2)_____, finely shredded about half a medium-sized green (3)_____ head, a couple of spoonfuls of rice or (4)_____ — and boil for about twenty or thirty minutes. Then add one finely shredded red (5)_____, a finely shredded medium-sized (6)_____, a chopped onion, and a tablespoonful of (7)_____ paste. Put a couple of bay (8)_____, a bit of black pepper, a pinch of (9)_____, and boil for another fifteen minutes. When the borshch is ready, add a couple of minced cloves of (10)_____ and some parsley. Leave it for about twenty or thirty minutes to reach the proper condition. Then warm the borshch again and serve with sour (11)_____.

Varenyky with plums and sour cherries

•roll •bring •drop •cut •pinch •pour

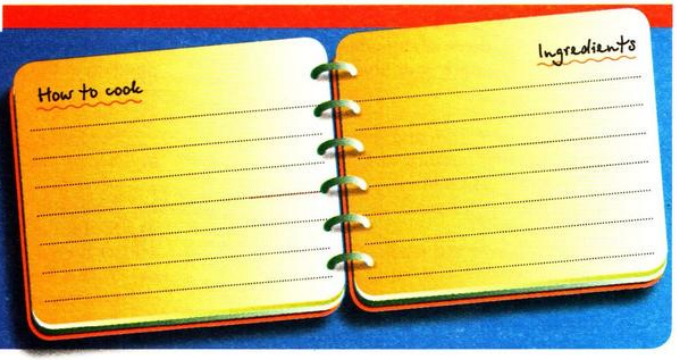
Take three or four cups of all-purpose flour (about 500 grams) to make the dough, (1)_____ it to about 2 millimeters thin, and then (2)_____ it into squares about three inches by three inches. Put a couple of fresh or preserved sour cherries or plums on each small piece of the dough. Bring together the edges and (3)_____ them tight with the thumb and forefinger so as to get the edges firmly sticking together.

(4)_____ a couple of litres of water to the boil and then (5)_____ the varenyky one by one into the boiling and slightly salted water. It takes about ten to fifteen minutes to get the varenyky done. Drain them, put into a deep ceramic plate and (6)_____ honey or sugar syrup over them.

B) **After reading the recipes, make a list of things that differ from the way you or your mum (granny) cook these dishes. Compare your lists with your partners'.**

X. WRITING

37 **Write the recipe of your favourite Ukrainian dish in detail describing the ingredients and all the cooking steps.**



XI. LISTENING

38 **Here are two stories about traditional English dishes: Christmas turkey and the famous English pudding. Listen to a presenter of the cooking TV network giving advice on how to choose, preserve and prepare the turkey.**

A) Choose the correct variant

1) When shopping, you should avoid birds with
a) torn skin
b) too soft skin
c) smooth skin

2) You can store fresh turkey in the freezer for
a) 2 days
b) 2 months at the most
c) no longer than 2 weeks

3) If you freeze cooked turkey in chicken or turkey broth it will
a) be consumed within three days
b) taste better later
c) retain moisture

4) The pop-up thermometer inside a turkey
a) is a Christmas gift for your children to play with in the kitchen
b) indicates the temperature in the oven
c) shows the temperature of the turkey inside

B) Fill in the gaps in the recipe.

You will need:
- 1 (1)_____ (14 pounds)
- 1 tablespoon salt
- 1 (2)_____ pepper
- 4 medium onions, (3)_____
- 4 celery ribs, sliced
- 2 medium (4)_____ sliced
- 3 bay leaves
- 1/2 cup butter or (5)_____ melted
- 3 teaspoons poultry herbs

First, rub the surface of the turkey and (6)_____ cavity with salt, pepper and (7)_____.
Next, in a large heavy, (8)_____ place onions, celery, carrots, bay leaves. Place the turkey, breast side up, over vegetables.
Don't forget to sprinkle the butter over turkey.
Remember: the general rule for roasting such a big bird as a turkey is: bake it about (9)_____ to a pound. In our case, we'll cover the bird loosely with foil and bake at (10)_____ for two and a half hours; then, remove foil and bake for (11)_____ longer, basting every 20 minutes.
Finally, cover again and let it stand for 20 minutes before (12) _____.

39 Plum Pudding

A) Do you think these statements are true (T) or false (F)? Compare your ideas with your partner's.

1) Everyone in Britain and America eats the Christmas pudding at Christmas. ☐
2) The Christmas pudding is a direct descendant of the porridge in the Middle Ages. ☐
3) In those days it was made of beef or mutton, brown bread, currants, prunes, raisins and mixed spices. ☐
4) It is called the plum pudding because it contains plums. ☐
5) Traditionally in England a gold ring was baked in the plum pudding for good luck. ☐
6) For additional excitement, the pudding is doused with a little extra brandy and set alight. ☐
7) The pudding is served in dessert bowls with sour cream or more traditionally, brandy, butter or warm brandy sauce. ☐

B) Now listen to the extract from the radio programme "The British Heritage" that was devoted to the history of the Christmas pudding and check your answers.

C) Listen to the extract again. Put the instructions of how to cook the Christmas pudding in the correct order.

a) Place all the ingredients in a large mixing bowl and mix.
b) Secure the layers to the bowl with a piece of string.
c) Then add all the mixed ingredients.
d) Steam the pudding for six hours and then let it cool.
e) Take a large (2 pints) ovenproof bowl and greaseproof paper.
f) Then place aluminium foil over the greaseproof paper.
g) Using a spatula or the back of a large spoon level off the mixture so that you have an even surface.
h) Grease a piece of greaseproof paper and cover the bowl.
i) The pudding must then be stored in a damp free place.
j) To serve on Christmas Day, steam it again for three hours and then invert onto a serving plate.
k) Then slice the pudding and serve it in dessert bowls with ice cream or more traditionally, brandy, butter or warm brandy sauce.

40 Translate into English.

Пудинг — національна страва англійців, яку вони їдять на десерт. Звичайно, ви багато чули про сливовий, різдвяний пудинг. Хочете навчитися готувати справжній пудинг? Ми пропонуємо три різних рецепти пудингів.

Пудинг картопляний. Змішайте варену картоплю з олією, яйцями, молоком, вином, лимонним соком, цукром, сіллю, дрібно натертою лимонною цедрою. Викладіть суміш у змазану олією форму і випікайте в духовці 30—40 хвилин. При подачі на стіл посипте здрібненим мигдалем.

Пудинг макаронний. Зваріть макарони в молоці (500 г). Додайте цукор, молоко (250 мл), ретельно збиті яйця, сіль. Все обережно перемішайте. Викладіть суміш у змазану олією форму. Запікайте в духовій шафі 30 хвилин.

Пудинг шоколадний. Змішайте какао-порошок з панірувальними сухарями. Улийте молоко і вершки. Перемішайте і дайте постояти 10 хвилин. Вершкове масло змішайте з цукром (20 г) і ретельно розітріть. Додайте яєчні жовтки, пшеничне борошно, питну соду, приготовлену суміш какао-порошку із сухарями, здрібнений мигдаль, коньяк, збиті з цукровим піском яєчні білки. Усе добре змішайте. Викладіть суміш у змазану олією форму. Варіть на паровій бані близько години.

41 **Fill in the gaps with one of the words given in the box and read about foreigners' impressions of the English cuisine.**

•cooking •described •countries •abroad •changing •justified •overdone •unfair •water •complaints •boil •nobody •provide •jelly •anything •steak •beef •visitor •vegetables •dishes

The English are not Interested in Food

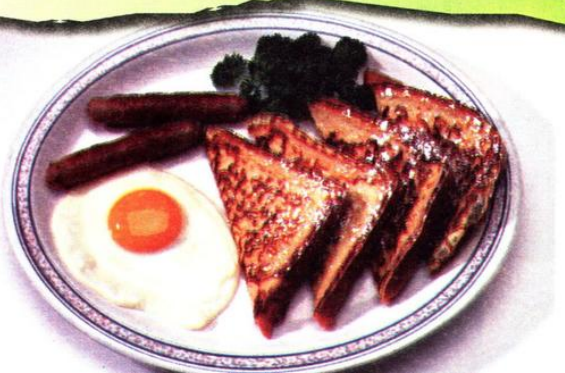
The two features of life in England that possibly give visitors their worst impressions are the English weather and English cooking. The former is something that _____ (1) can do anything about but cooking is something that can be learned. English food has often been _____ (2) as tasteless. Although this criticism has been more than _____ (3) in the past, and in many instances still is, the situation is _____ (4) somewhat. One of the reasons that English _____ (5) is improving is that so many people have been spending their holidays _____ (6) and have learned to appreciate unfamiliar_____(7). However, there are still many British people who are so unadventurous when they visit other _____ (8) that they will condemn everywhere that does not _____ (9) them with tea and either fish and chips or sausage, baked beans and chips or _____ (10) steak and chips.

One of the traditional _____ (11) about English food is the way that vegetables are cooked. Firstly, the only way that many British housewives know to cook green vegetables is to _____ (12) them for far too long in too much salt water and then to throw the _____ (13) away so that all the vitamins are lost. To make matters worse, they do not strain the _____ (14) sufficiently so that they appear as a soggy wet mass on the plate. It would be _____ (15) to say that all English food is bad. Many traditional British dishes are as good as _____ (16) you can get anywhere. Nearly everybody knows about roast _____ (17) and Yorkshire pudding but this is by no means the only dish that is cooked well. A visitor if invited to an English home might well enjoy _____ (18) and kidney pudding or pie, saddle of mutton with red-currant_____ (19), all sorts of smoked fish, especially kippers, boiled salt beef and carrots, to mention but a few.

A strange thing about England that the _____ (20) may notice is that most of the good restaurants in England are run and staffed by foreigners, for example there is a larger number of Chinese, Indian and Italian restaurants and to a less extent French and Spanish ones.

(From 'Access to English Turning Point' by M. Giles and B. Lord)

42 **Make a group project "Our favourite dishes". The recipe with the most cooking verbs wins.**



XII. WRITING

43 Write a letter to your foreign friend who asked you about your meals and food you usually eat.

Dear .....

XIII. SPEAKING

44 Work in small groups and discuss the following problem. You are going to invite your friends to your birthday party. What would you cook for your guests? How much money would it cost? Make a list of dishes, their ingredients and prices.

45 There are many proverbs and sayings about food and eating in any language. Here are some English ones.

A) Match two halves of the proverbs and read them.

1)	Tastes	a)	is the best sauce.
2)	All bread	b)	without breaking an egg.
3)	One man's meat	c)	has no ears.
4)	Hunger	d)	is another man's poison.
5)	It's no use crying	e)	differ.
6)	A hungry belly	f)	over the spilt milk.
7)	You can't make an omelet	g)	spoils its neighbours.
8)	The rotten apple	h)	is in the eating.
9)	The proof of the pudding	i)	is not baked in one oven.
10)	Every cook	j)	and have it too.
11)	You can't eat a cake	k)	praises his own broth.

B) Choose the one you like best and use it in a situation of your own.

46 Put together the following similes, think of the Ukrainian equivalent to each and explain when we say so.

1)	as cool as	a)	a pancake
2)	as red as	b)	chalk and cheese
3)	as warm as	c)	a beetroot
4)	as flat as	d)	a toast
5)	as keen as	e)	sardines
6)	as different as	f)	hot cakes
7)	to sell like	g)	a cucumber
8)	to be packed like	h)	mustard

47 **Translate the text and find out whether you fit in the descriptions.**

Скажи мені, що ти їси, і я скажу, хто ти є

Чи можна визначити за столом характер людини? Дослідження закордонних психологів показали, що так.

Експерт японської асоціації природного харчування Куріяма виділяє шість груп людей у залежності від їхніх улюблених страв.

Любителі тушкованої моркви й інших овочів найчастіше жадібні до знань і амбіційні, але в побуті це мирні люди, які зовсім не піклуються про здоров'я.

М'ясоїди, фанати соковитого біфштекса імпульсивні, часто домагаються успіху в житті, але в їхній кар'єрі злетів і падінь порівну.

Любителям фруктів властива підвищена емоційність. Вони займаються творчими професіями, уважні до інших і легко заводять друзів. Ви любите яблука? Отже, ви людина старанна і трохи... старомодна. А людина, що любить полуницю, небайдужа до красивих речей.

«Рибні душі» відрізняються спокоєм і постійністю, користуються повагою, але трохи холодні у стосунках. На таку людину можна спокійно обіпертися в сімейному житті.

Гострі приправи подобаються темпераментним, схильним до пригод людям, що люблять ризик і відрядження. Вони егоїстичні і не терплять заперечень.

Любителі жирного часто піднімаються на верхню сходинку професійних сходів. Вони відкриті, чарівні і люблять флірт.

Норвезький вчений Олаф Ліндстрем вивчає вплив на людську психіку овочів. Якщо вірити професору, салат розвиває музикальність, цибуля порей — логічне мислення, морква і шпинат уселяють меланхолію, картопля діє заспокійливо.

Скнари віддають перевагу прісним стравам. Егоїсти ж віддають перевагу кислому смаку. А схильні до самопожертви і романтики не можуть устояти перед солодощами і кондитерськими виробами. Пристрасть до солоних делікатесів відчувають не тільки вагітні жінки, але і люди творчі, працьовиті і самовіддані.

Відомий дієтолог Г. Уїлсон пише про «емоційну їжу». Коли ми просто щасливі і задоволені своїм життям, нас тягне на солодке. Коли сердимося, віддаємо перевагу холодним закускам. Почуття самотності збільшує потребу організму в рідині: супах, соках, молоці. Обсіли турботи, гнітить страх, і от уже ми, самі того не завважуючи, налягаємо на тверде, холодне, але солодке. У такі хвилини шоколад виявляється поза конкуренцією.

XIV. READING HEALTHY EATING

48 **Before reading the text discuss the following questions:**

1) What does the idea of healthy eating mean for you?
2) Do you follow the main rules of healthy eating?

49 **Read the text and answer the questions after it.**

There was a time when eating was a family affair; when most of the day's food was eaten at sit-down or formal meals. It's very different now. Individuals eat when it suits them and many eat far more than three times a day.

It's relatively easy to eat a varied and healthy diet if you eat mainly 'proper' meals — meat, fish, eggs or pasta with lots of vegetables followed by a milk- or fruit-based pudding. It's much less easy — but still possible — if you rely on lots of quick snacks. Many bought snack foods are very high in fat and sugar and sometimes salt but poor in vitamins. A survey of people's eating habits has shown that half the adults interviewed said they ate only one 'proper' meal a day. Two thirds of them said they ate four or more snacks during the day. On average, three quarters of all eating occasions classed as snacks.

In recent years there has been an increase in the consumption of convenience and unhealthy 'junk' foods. Convenience manufactured or processed foods are ready to cook or eat. They are sold tinned (canned), or dried, or sealed in plastic bags or aluminium foil. Convenience food sales in Britain make up 25% of all expenditure on food. More and more, people buy hot food from a 'take-away' and eat it at home. This is quicker than cooking a meal and cheaper than eating in a restaurant. The most common take-away foods in Britain are fish and chips, hamburgers, fried sausages with chips and hot meat pies with peas and Chinese foods. They can either take it home wrapped in paper, or eat it in the shop.

One third of adults (and as many as two thirds of young single people) claim to eat a take-away meal at least once a week. The most popular snacks are sandwiches, bread and butter or margarine, cake, confectionery, soft drinks, cheese, fruit and biscuits.

The situation with the children is much the same. At least 20% of British children do not eat a cooked evening meal. Instead they have crisps, snacks, fish fingers, biscuits and sweet drinks. According to the report by Action For Health, British schoolchildren eat too much sugar and animal fat, and not enough fibre, so one in ten children is overweight. They also consume too many additives and colourants. Being overweight in childhood can lead to heart disease in later life.

Sweets and chocolate are not only bad for children's teeth. Colourants and other additives in fizzy drinks and sweets affect children's behaviour. Teachers have complained that some children misbehave and can't sit still shortly after lunch breaks.

Here are some other really worrying aspects of the problems:

- Heart disease kills about 180,000 people a year in Britain.
- By middle age, 50% of men and one third of women are too fat.
- Some types of cancer are becoming more common.

It would be easy to forget that you have to eat 13 vitamins, dozens of minerals, protein and starch, too. If any one of these is missing (which is unlikely) or in short supply (which is possible), eventually health will suffer.

Questions:

1) What foods should be included into a daily diet of people?
2) Which snacks should we avoid and which of them are useful for our health?
3) What convenience and junk foods do you know? Which of them do you eat? How often?
4) What are the consequences of unhealthy eating?

50 **Here's some advice to remedy the situation. Read the text and decide which piece of advice is acceptable to you. Motivate why you accept some and decline the others.**

Six Steps to a Healthier Diet

'Change is not made without inconvenience, even from worse to better'. Those words, written by the famous Dr Johnson, are applicable to all change — especially eating differently. But the inconvenience may be cut to a minimum if you take things step by step. Deciding to make changes in what you eat demands thought — in making the shopping list, in the supermarket and in the kitchen. By concentrating on one thing at a time, each change itself becomes a habit. Easy! Start at step 1 and keep working at it until it becomes a habit, then, while continuing to do this, add step 2, and so on.

Step 1. *Increase variety.* Eat at least one 'proper' meal a day. Try at least 3 new foods a week.

Step 2. *Concentrate on fibre.* Eat at least 6 portions of fruit or vegetables, nuts and cereals. Make one of them a pulse (e.g. peas, beans), eat a lot of spinach.

Step 3. *Change from white to rye brown bread.* Have at least three portions of bran or whole grain breakfast cereal a week.

Step 4. *Look out for visible fat.* Remove all meat fat and chicken skin. Spread butter or margarine very thinly. Grill, poach or bake instead of frying.

Step 5. *Get to grips with invisible fat.* Change from whole milk to skimmed or semi-skimmed. Eat no more than 50 g of hard cheese a week. Chips or crisps only once a week. Eat at least 2 fish meals (white or oily) a week.

Step 6. Look back at steps 1–5 and make sure you are keeping to most of the plan. Don't overdo fibre and don't try to cut out all fat. Remember that there should be measure in everything!

The diet most likely to be healthy is one that is based on as many different foods as possible:

- bread — at least half as wholemeal;
- pulses such as peas and kidney beans;
- rice and pasta, especially brown or wholemeal;
- very lean meat;
- oatmeal or high-fibre breakfast cereal;
- skimmed or semi-skimmed milk;
- fish — both white and oily;
- poultry, but without the skin;
- eggs;
- lots of different vegetables, including potatoes; and fruit.

XV. SPEAKING

51 **The traditional English breakfast is a big meal. Visitors to Britain often find it the best meal of the day. The words below mean the main things served for a traditional English breakfast in many British hotels and bed and breakfast (B&B) places.**

• toasts • tea • cornflakes • marmalade • milk • tomatoes • sausage • eggs • bacon • butter

Decide with your groupmate how balanced and healthy it is. Suggest a healthier selection of dishes.

52 **What do you know about vegans and veggies? Answer the questions.**

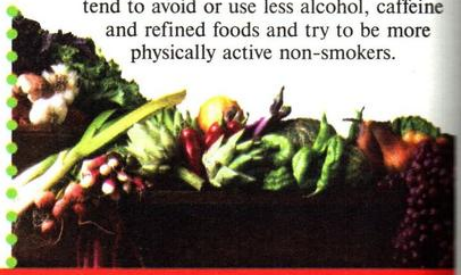
1) It is possible to say that all people can be divided into meat-eaters and vegetarians. Which group do you belong to and what arguments can you give in favor of eating or not eating meat?
2) How many people in the class are vegetarians? When did they become vegetarians?
3) Why do you think the number of vegetarians is increasing?
4) Do you agree that people avoid eating meat for health reasons? Why/ why not?
5) What is the difference between a vegetarian and a vegan?

53 **Say whether the opinions expressed below are correct. Why do you think so?**

1) Giving up meat is always a sign of a psychological problem.
2) Most teenagers stop eating meat because they are worried about their health.
3) Most parents are worried that their children will not get enough vitamins if they are vegetarians.
4) Teenagers say there is a big selection of high quality vegetarian food in their school cafeteria.
5) It is wrong to kill animals for food and skin (for fur and leather).

54 **Study some facts about vegans below and act out a dialogue between a veggie and a meat-eater.**

- Vegetarians regard the flesh of all animals, including that of fish and poultry, as meat. Most vegetarians avoid eating meat because of moral or religious beliefs. They believe it is wrong to kill animals for food. Many vegetarians also think that eating meat is unhealthy.
- Some vegetarians, vegans, exclude milk and eggs, as well as meat, from their diet because these foods come from animals.
- A vegetarian diet must be well planned to replace the protein and other nutrients provided by meat. Beans, nuts, peas, plenty of whole grains, fruit and vegetables and many other vegetarian foods contain large amounts of protein. However, these foods must be eaten in particular combinations, for example, beans and rice.
- Vegans are healthier because they also tend to avoid or use less alcohol, caffeine and refined foods and try to be more physically active non-smokers.



XVI. PROJECT WORK

55 Write articles (150 words) into your group magazine "Healthy Eating". Suggested topics are on the cover.

Unit 14

SO MANY COUNTRIES, SO MANY CUSTOMS

I. LEAD-IN

1 **Answer the questions.**

a) Which do you prefer: to have parties at home or to go out? Give your reasons.
b) How often do you eat out? What is your favourite place to eat out? What do you like and dislike about the place?
c) Have you been to any of the places of the type shown in the pictures? Share your experiences.

II. READING

2 **Read the extract from the novel "Theatre" written by W.S. Maugham and answer the questions to the text:**

1) Was Julia a regular customer to the Berkeley restaurant?
2) Why didn't the waiter recognize her at once?
3) What was Miss Lambert by profession?
4) What was the triumph Julia wanted to celebrate?
5) Why did she come to the restaurant alone?
6) What did she order for herself? Why do you think these dishes were a treat for her?
7) How did she eat the meal she ordered?
8) What did she think of men?
9) Was she still in love with Tom?
10) How does the author describe the customers of the restaurant?
11) How did the restaurant remind her of theatre? What was her role at the time?
12) Why did she feel like a spirit in heaven?

...Julia's simple disguise was evidently adequate, for when she came into the little room at the Berkeley of which she was peculiarly fond, the head waiter did not immediately know her.

"Have you got a corner that you can squeeze me into?" she asked diffidently.

Her voice and a second glance told him who she was.

"Your favourite table is waiting for you, Miss Lambert. The message said you would be alone?" Julia nodded and he led her to a table in the corner of the room. "I hear you've had a big success tonight, Miss Lambert." How quickly good news travelled. "What can I order?"

The head waiter was surprised that Julia should be having supper by herself, but the only emotion that it was his business to show clients was gratification at seeing them.

"I'm very tired, Angelo."

"A little caviare to begin with, madame, or some oysters?" "Oysters, Angelo, but fat ones."

'I will choose them myself. Miss Lambert, and to follow?'

Julia gave a long sigh, for now she could, with a free conscience, order what she had had in mind ever since the end of the second act. She felt she deserved a treat to celebrate her triumph.

"Grilled steak and onions, Angelo, fried potatoes, and a bottle of Bass. Give it me in a silver tankard."

She probably hadn't eaten fried potatoes for ten years. But what an occasion it was! By a happy chance on this day she had confirmed her hold on the public by a clever and amusing performance, she had settled an old score with Avice and made Tom see what a fool he had been, and best of all had proved to herself beyond all question that she was free from the irritating ties that had oppressed her. Her thought returned for an instant to Avice again.

"Silly little thing to try to put a spoke in my wheel."

The oysters came and she ate them with enjoyment. She ate two pieces of brown bread and butter with the delicious sense of putting to danger her immortal soul, and she took a long drink from the silver tankard.

'Beer, glorious beer,' she murmured.

She could see Michael's long face if he knew what she was doing. Poor Michael who imagined she had killed Avice's scene because she thought he was too attentive to that foolish little blonde. Really, it was pitiful how stupid men were. They said women were vain, they were modest violets in comparison with men. She could not but laugh when she thought of Tom. It was wonderful to think that he meant no more to her than a stage-hand.

The room in which she sat was connected by three archways with the big dining-room where they drank and danced; amid the crowd doubtless were a certain number who had been to the play. How surprised they would be if they knew that the quiet little woman in the corner of the adjoining room, her face half hidden by a felt hat, was Julia Lambert. It gave her a pleasant sense of independence to sit there unknown and unnoticed. They were acting a play for her and she was the audience. She caught brief glimpses of them as they passed the archway, young men and young women, young men and women not so young, men with bald heads and men with fat bellies, old harridans clinging desperately to their painted semblance of youth. Some were in love, and some were jealous, and some were indifferent.

Her steak arrived. It was cooked exactly as she liked it, and the onions were crisp and brown. She ate the fried potatoes delicately, with her fingers, savouring each one as though it were the passing moment that she would like to last longer.

"What is love beside steak and onions?" she asked. It was enchanting to be alone and allow her mind to wander...

...She had a wonderful sense of freedom from all earthly ties, and it was such an ecstasy that nothing in comparison with it had any value. She felt like a spirit in heaven.

3 **A)** **Give English equivalents to the following:**

1) запитати невпевнено
2) виявляти задоволення
3) срібний кухоль
4) побачити розчарування
5) зводити рахунки з ким-небудь
6) ставити палиці в колеса
7) заслужити частування
8) бути на сьомому небі
9) бачити мигцем

B) **Ask 10 more questions on the text using these phrases.**

4 **Answer the questions about your experience of eating out.**

1) What are the occasions for you to eat out?
2) Do you usually eat out alone or with friends?
3) Do you prefer to go Dutch or be your friend's guest?
4) What are the responsibilities of the head waiter in a restaurant?
5) Do you order from the menu or ask the waiter for advice? Why?
6) Do you always tip waiters? When is it normal to give tips? How generous are your tips?
7) Do you prefer casual service or extremely polite?/ quick or slow?
8) Have you ever complained of the service given to you when you were eating out? If yes? What did you complain about?

III. VOCABULARY — A PLACE TO EAT OUT

- a bar
- a wine bar
- a snack bar
- a coffee shop
- an espresso bar
- a tea room
- a (self-service, pavement) cafe
- a pub
- a pizza place, a pizza house
- a pancake house
- a sandwich shop
- a station buffet ['bufei]
- a canteen
- a cafeteria
- a restaurant = an eatery (*AE*)
- a fast-food restaurant
- a seafood, fish restaurant
- a theme restaurant
- a Bring Your Own restaurant
- a takeaway = a take-out (*AE*)
- a picnic site

5 **Answer the questions about places to eat out.**

1) Which of these places can be self-service?
2) Which serve alcohol drinks?
3) Which can be found in factories, colleges, hospitals etc.?
4) Which do you go to in order to celebrate special occasions?
5) Where can you buy soft drinks and simple meals?
6) Where can you choose and pay for your meal at the counter?
7) Where can you buy a small quick meal?
8) Where are you served at the table by a waiter/ waitress?
9) Which can offer a wide variety of local specialities?
10) Where can you bring your own alcohol drinks?
11) What would you call a restaurant decorated in the style of a particular country or period in history?

6 **What places to eat out are described below? Several answers can be possible.**

1) You adore eating here in summer. You can choose your own beauty spot and enjoy the pleasant surroundings and green scenery. It's a cheap option as people bring their own packed food with them, for example, crisps, cakes, sandwiches, fruit and fizzy drinks. You have to clear up after your meal. Sometimes we worry about the weather.
2) Such places provide cheap food and rapid service and can be found anywhere — in parks, at the side of a street, etc. They are particularly suitable for travellers. The range of food at sale is very narrow: hot dogs, chips, pies, and cold and hot drinks.
3) People eat there on special occasions. The menu is varied and can satisfy any taste. The food would be of very high quality. It would serve all types of food: fish, steak, different types of pasta and fresh vegetables. You can find a good selection of wines. But the prices are generally very high and sometimes you have to make a reservation. The service will be polite but slow. The atmosphere is pretty formal.
4) People go there to have a drink at lunchtime or in the evening to have a snack and a beer. There is also a good selection of wines available and a choice of bottled beers. The dishes are few and the same served each day, such as lasagna and others. The problem is that seating space is limited and the place can get very crowded. The atmosphere is quite relaxed and informal.
5) These places are open 24 hours a day and serve mostly travellers who stop here for a bite to eat to break up a long journey. There is a wide selection of ready cooked and self-service meals. But the problem is that the food is overpriced here and they can be very overcrowded, especially on public holidays.
6) This place is extremely popular with the young, the prices are low and you are served quickly. Food to offer includes burgers and chips, which are not very healthy, French fries and fizzy drinks. The service is friendly and quick. It can be very noisy and overcrowded there.

7 **What is important to you when you choose a place to eat out? Choose from the list of options below or add any others and give your reasons. Use the expressions from the Useful Language box.**

- rapid service
- friendly conversation
- background music
- a nice view
- popularity of the place
- a varied menu
- a good wine list
- comfortable seating
- romantic atmosphere
- location close to nature
- cheap prices
- attractive décor
- self-service
- smartly-dressed staff

USEFUL LANGUAGE

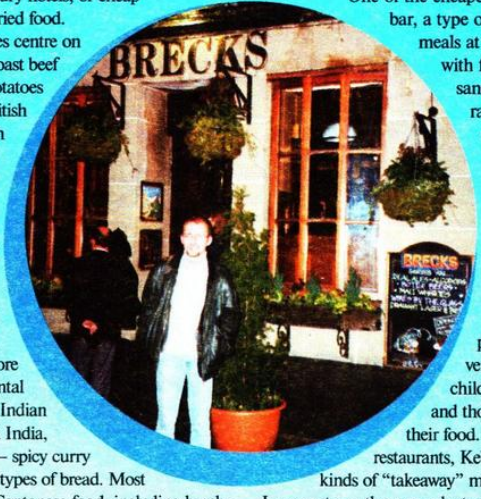
EXPRESSING IMPORTANCE OR INDIFFERENCE

- It matters to me a lot...
- I care about...
- I'm concerned about...
- For me it's very important to...
- It doesn't matter to me at all...
- I don't care about...
- I'm not very much concerned about...
- It's all the same to me if...
- I wouldn't care if...

IV. READING AND SPEAKING

Eating Out in Britain

When you want to eat out in Britain there is a wide variety of places to go. Paradoxical as it may seem, it can be a problem to find a place serving only typical British food. Restaurants serving "British" food tend to be either very expensive and found in luxury hotels, or cheap and nasty serving mainly fried food. Many typical English dishes centre on roast meat. For example, roast beef is accompanied by roast potatoes and Yorkshire pudding. British cuisine is famous for its fish and seafood specialities, pork pie and mushroom pie, different kinds of cheese, Cornwall Cornish pasties, steaks, Lancashire hotpot, bread and butter pudding. But only 2 per cent of restaurants in London offer British food. Instead, there are many more restaurants serving continental and non-European dishes. Indian restaurants serve food from India, Pakistan and Bangladesh — spicy curry in oil with rice or different types of bread. Most Chinese restaurants serve Cantonese food, including lunch-time snacks called "dim sum" which are steamed or deep-fried dumplings with different fillings. Italian restaurants are popular for various pasta and pizza.



In London for the really cheap places it is very interesting to explore the little French restaurants of Soho. In posh restaurants and hotels, the cuisine is often French and the menu is usually written in French, often with an English translation. Almost all hotels have an attached restaurant where non-residents can have lunch or dinner, and a lounge where they can have tea, coffee or a drink before their meal. Cafés provide a cheap place to have a cup of tea or a meal and are usually open all day. The "fish and chip" bar or shop where you can buy fried fish and chips to eat either there or at home are found very often. Many towns, especially those in popular tourist areas, have tea shops. Although they mainly provide afternoon tea, with scones, buns and cakes, many also serve morning coffee and lunch. Tea shops are often in old buildings and the atmosphere is old-fashioned. There are also coffee shops open throughout the day, which serve food as well, mainly cake and biscuits rather than full meals.

One of the cheapest places to eat is a snack bar, a type of cafe. It may not serve meals at all but only tea and coffee, with food such as soup and sandwiches. The buffets at railway stations are often similar, although many serve alcoholic drinks as well. There are eating-places for drivers on main roads and motorways. They are usually large fast food restaurants. Fast food restaurants serving American style pizzas and hamburgers are very popular, especially with children and young people, and those who like to take away their food. Chinese, Indian or pizza restaurants, Kebab houses provide other kinds of "takeaway" meals.

In every town there are plenty of pubs (public houses) which are a peculiarly British phenomenon. People go there for a drink and a chat. The British have to be 18 to drink alcohol in a pub. If they are "under age" — too young to drink alcohol — and they are served alcoholic drinks, the landlord may lose his licence to sell alcohol.

Most pubs are owned by a brewery, the place where the beer is made. These pubs sell only the beer made by that brewery. If the pub displays the sign "free house" this means the pub is owned by the landlord, who is free to buy from any brewery. These pubs stock a wide collection of beer.

At one time, the only food available was sandwiches and meat pies, but nowadays almost all pubs offer not only beer, but also tasty British food, such as salads and hot meals which are served at the bar or in the separate dining area.

Everywhere in Britain pubs are an attraction for tourists. All in all there are 70,000 of them, which is a large number for a small country.

8 **A) Answer the questions to the text.**

1) What places for eating out are mentioned in the text?
2) Which of them are cheap and which are expensive?
3) What do pubs offer to their customers?
4) What are the main English dishes?
5) What other cuisines are popular in England?

B) Describe different places for eating out in your native town. What are the most frequently visited places by young people?

9 **In pairs discuss the pros and cons of eating out:**

a) in a fast-food restaurant and in an expensive restaurant;
b) in a cafeteria and in a restaurant.

Think of food, what each place looks like, services provided, prices charged, etc.

10 **Discuss with your group mate where you would choose to go out for a meal in these cases and why:**

a) if you had a lunch break in your university;
b) if you were a manager and wanted to take out your colleagues for a business lunch;
c) if you went for a stroll in a park with your friends;
d) if you had your wedding anniversary.

11 **A) Fill in the gaps with suitable words.**

•clientele •cuisine •customers •eating out •hamburgers •menu •preserved •relaxed •sandwiches •tablecloths •theme •vegetarian

The Hard Rock Café is one of the best-known (1)_____ restaurants in London. It first opened in London on June 14th, 1971. Actually, it was the only place to find American food then, (2)_____, barbecued ribs and pork (3)_____. The (4)_____ atmosphere and rock and roll was one of the secrets of its great success as well. First we had a lot of English people and musicians as our (5)_____. There was a lot of good music being played. Later it became a tourist attraction. We have (6)_____ the spirit of the Hard Rock Café up to now, we still play good old rock, Chuck Bo Diddly and Elvis and the Beatles, as for changes, we offer not only the American (7)_____, but also (8)_____ dishes. The (9)_____ base has become very broad, celebrities, actors, grandmas and kids. We've got about twenty of other Hard Rock Cafés throughout the world, but all the Hard Rocks are based on the London one — the dark wood, the wooden floors, the checked (10)_____. The colours and the logo and the (11)_____ are very much the same. We're very lucky that we suffer less than any other restaurant. A lot of people might decide that they're going to cut down (12)_____, but they won't cut down going to the Hard Rock — it's too much fun.

B) Compare the café described in the text with the one you often go to (type of customers, music, food, décor, etc.).

V. LISTENING EATING OUT IN THE USA

12 **A) Listen to the text and tick the types of places to eat out in the USA-mentioned in it:**

- a grocery store
- a candy counter
- fast-food chains
- a sandwich shop
- a deli
- a cafeteria
- a coffee shop
- a fine restaurant
- a pizza place
- a pancake house
- a family restaurant
- a bar

B) Listen to the text again and answer the questions:

1) Can you order alcoholic drinks in all restaurants?
2) What is a "doggie bag"?
3) How do you give tips in American restaurants?

VI. READING

13 **Study these ads and answer the questions.**

1) What kind of food do the restaurants serve?
2) What are their opening hours?
3) What meals do they serve?
4) Do they serve alcohol? What makes you think so?
5) When does the Elliot's Restaurant serve lunch and dinner?
6) Where can you get food "to go"?
7) Which restaurant do you think is the cheapest? The most expensive?

ELLIOT'S

English French Swiss
Cuisine • Restaurant

64 Market Street, Lancaster
Tel: 01524 36092

For the very best food in a warm family-run atmosphere, the largest and the finest choice in the city centre.

•STEAK•FISH•VEGETARIAN•FONDUE•CLASSIC CUISINE•

Lunch Tuesday—Sunday 11:30 am to 2:30 pm
Dinner Tuesday—Sunday 7 to 10 pm

B)

Tom Woodhouse & Daughters

20 Lower Church Street
Telephone: 01524 32339

Established 1931

Lancaster's Traditional Fish & Chips
Specialty Seafood, Salads,
Jacket Potatoes, Steaks
Full-time Chef,
Smoking and Non-Smoking Dining Rooms
Monday–Saturday Breakfast&Lunch 8 am–2 pm
Saturday Evening 9 pm–3 am (Sun. morning)

C)

THE PAVILION

tea room

Speciality Cappuccino • Coffee • Teas

Enjoy our delightful homemade cakes and scones in the superb settings of Williamson Park. An oasis of tranquility away from the city centre.
Tables are available outdoors during summer months creating a "Continental" atmosphere in the heart of Lancaster

Open throughout the year:
Easter until the end of September — 10:00 am — 5:00 pm
October till Easter — 11:00 am — 4:00 pm
THE PAVILION TEA ROOM, Ashton Memorial

Williamson Park, Lancaster LA1 1UX
Tel: 01524 33318

D)

The Whale Tail

78a Penny Street

"Finger lickin'" good food at reasonable prices

3in1:
• dining room
• takeaway
• bar

We are famous for our pizzas, curry, and kebabs
We do not serve alcohol

Opening times:
Monday – Wednesday 10 am–4:30 pm
Thursday – Saturday 10 am–10 pm

14 **The city council has announced a competition for the best project of a new restaurant. You are going to take part in it. Divide in groups of 3 or 4 and prepare a presentation of your project. These questions can help you.**

1) What name are you going to give it?
2) Where would you like it to be located?
3) Who will your target customers be?
4) What will make your restaurant unique?
5) How many people will you employ? What will they be responsible for?
6) What opening hours are you going to have?
7) What food are you going to offer?
8) What interior will it have (walls, furniture, lighting)?
9) What special features are you going to have (live background music, candles etc.)?

VII. VOCABULARY WHAT'S ON THE MENU?

- a three-course dinner
- an appetizer = a starter = an entrée = hors d'oeuvre
- first course
- main course
- a garnish
- desserts (sweets, puddings, afters)
- a wine list
- table d'hôte
- à la carte
- a large/ medium/ small portion
- another helping

15 **Put the dishes in the right column:**

Vanilla ice cream, chicken Kiev, pineapple and shrimp salad, steak and chips, apple crumble and custard, shepherd's pie, cabbage soup, raspberry jelly, fish and chips, prawn cocktail, kidney pie, asparagus salad seasoned with mayonnaise, roast beef with steamed vegetables, chocolate gateau.

STARTERS	MAIN COURSES	DESSERTS

16 **Study the menu on the right and answer the questions that follow.**

1) What are the White Horse Diner's hours?
2) What can you eat as hors d'oeuvres before a meal?
3) What can you order if you are thirsty?
4) How many and what desserts do they serve here?
5) You have a ten-dollar bill. What can you have for dinner at this restaurant?

White Horse Diner
657 S.CAROLINA
Dinners 5:00–23:00
Tuesday – Saturday
679-346 for reservations

SOUPS
Chicken soup with noodles
Cup $ 1.30 Bowl $2.20

HORS D'OEUVRES

Shrimp cocktail	$ 3.20
Stuffed fish	$ 3.40
Jellied beef tongue	$ 4.20

SALADS

Shrimp salad of the day	$ 3.24
Tomato salad with thinly sliced ham	$ 3.40
Chef's salad with tuna and Swiss cheese	$ 2.40

MAIN COURSES

Roasted turkey (sliced)	$ 8.65
Roast beef	$ 5.67
Boiled ham	$ 4.40

CHEESES

Swiss cheese	$ 2.34
Grilled American cheese	$ 2.60
Ham & cheese	$ 2.50

DESSERTS

Orange cheesecake	$ 1.45
Ice cream (chocolate, strawberry, banana)	
One scoop	$ 1.50
Two scoops	$ 2.25

BEVERAGES

Cola, Diet Cola	$ 0.70
Milk shake	$ 1.75
Coffee	$ 0.70
Tea	$ 0.70
Herbal Tea (six flavours)	$ 0.85

VIII. READING & SPEAKING

17 **Pair work. You want to go to a restaurant to celebrate. Each of you would prefer to go to his/her favourite restaurant and wants to persuade the partner to go there.**

STUDENT A: Read the text about Sherwood, one of the recently opened restaurants in Kiev, for 5 minutes and get ready to persuade your partner to go to this place to celebrate.

Text for Student A:

Sherwood was supposed to be an exclusive stylish club offering upmarket dining. However, it has gradually developed into a fashionable eatery specializing in Ukrainian cuisine.

Sherwood occupies two dining halls and has large arched windows that let in plenty of light and offer a great view. Sherwood's menu reflects diversity. It aims at both day and nighttime clientele. From 10 am to 7 pm, the front dining room offers a fast-food menu with a focus on Ukrainian cuisine. Traditional dishes like Borshch (Hr 4) and stuffed cabbage rolls (Hr 4) are served, as well as affordable entrées including pike-perch with vegetables (Hr 6), grilled pork (Hr 4.50) and breaded chicken with mushrooms (Hr 6). After dark, Sherwood takes on a new, more romantic light. The piano goes to work and the main menu is available in both dining halls. Salads include the exotic "My Fair Lady" (Hr 80), which combines fresh pineapple, shrimp, mushrooms and red caviar; as well as the simpler "Nostalgia" (Hr 18), with fish, eggs, apples, walnuts and mayonnaise.

Entrées also reflect the spirit of Sherwood — with options like the "Arrows of Robin Hood" pork rolls in Madeira sauce (Hr 38); the "King's Hunt" breast of duck with apples and hazelnuts (Hr 50), or the salmon in lemon sauce (Hr 35). Everything is perfectly prepared and always pleasantly spiced.

The restaurant has recently introduced the Sherwood Table Thursday evening special, featuring a variety of game dishes priced between Hr 49 and Hr 99.

Sherwood garnishes also include baked potatoes (Hr 5), and french fries (Hr 5). And the vegetable rice (also Hr 5) is a competent complement to the fowl and fish.

Sherwood also stocks a great assortment of wines and beers. Desserts include the Iceberg (Hr 15), with ice cream, dark and white chocolate and nuts as well as the smoked prunes and dried apricots in chocolate (Hr 25).

B) As soon as you have negotiated on a restaurant to go to, decide on the menu. Remember, you can afford to spend only Hr 150 each.

STUDENT B: Read the text about Capuchin, one of the recently opened restaurants in Kiev, for 5 minutes and get ready to persuade your partner to go to this place to celebrate.

Text for Student B:

Capuchin, a place that captures flavor and spirit of French cuisine: it is more than just a good-looking restaurant. The food it serves is a tasteful match for the tastefully decorated surroundings.

The basement restaurant is in the Renaissance style with lots of heavy, dark wood, a predominant red-and-cream color scheme, china cabinets and even stained-glass windows. The space is divided between a small bar area just inside the entrance, two formal dining rooms and a "pub" area — which is really more of a relaxed dining room with a ceramic-tile floor, brick walls, chunky wood furniture and spacious booths with thick leather upholstery. The French accent in the interior and food make a natural partnership.

The extensive Capuchin menus offer to start with salads which include the "Nicoise" (Hr 26), a generous, colorful and delicious blend of tomatoes, onions, paprika, eggs, olives, tuna and lettuce in olive oil and artfully arranged on a large, round platter, or a more exotic "Gracious salad" (Hr 78), which includes shrimp, pineapple, oranges, peppers and pickled mushrooms.

The variety and quality of the Capuchin starters is such that diners may be tempted to skip the entrées entirely. That goes for the soups, too, which range from the vegetable (Hr 9) to the bouillabaisse (Hr 55). The cheese soup (Hr 26) was a stand-out — which, with the addition of peas, carrots, broccoli and leeks, assumes the consistency of chowder.

France is a large and diverse country with a large and diverse culture — and Capuchin reflects that fact. One of the proofs of this is the fact that besides French dishes there are many standard Ukrainian beef, pork, lamb and poultry dishes. For instance, the cheapest on the menu, at Hr 17.50, is the chicken leg stuffed with minced chicken and mushrooms.

There's much more to choose from at Capuchin. Desserts include the creme brulee (Hr 20) and pears in champagne (Hr 48). The bar list is equally extensive and features a number of hot drinks that also fit the Capuchin theme, including seven kinds of hot-mulled wine (Hr 26) and four kinds of grog (in the Hr 24 range).

IX. LISTENING

18 **A)** **Match each member of restaurant staff with his/her responsibilities:**

1)	chef	**a)**	a man who helps the waiter (crumbs the tables, cleans dirty dishes away, refills glasses, etc.)
2)	head waiter	**b)**	a man who serves drinks in a bar
3)	waiter	**c)**	the person who is in charge of all the waiters
4)	barman	**d)**	the chief cook in a restaurant
5)	bus boy	**e)**	a man who serves food in a restaurant

B) **Match each word or expression with its synonym:**

1)	on a daily basis	**a)**	attractive
2)	every once in a while	**b)**	to be careful and pay attention, because smth unpleasant might happen
3)	to watch out for smth	**c)**	to be delivered
4)	to be in for smth	**d)**	to remain after everything else has been taken away or used
5)	tempting	**e)**	to take smth somewhere quickly, in a hurry
6)	to be left over	**f)**	every day
7)	to come in	**g)**	to be able to expect smth
8)	to hustle smth somewhere	**h)**	occasionally, sometimes

19 **Now, listen to the interview and mark the statements below as true or false, then compare with your partners' answers and explain your choice to your teacher:**

1) The interior of a restaurant and the appearance of staff can help you to make the right judgement about it. ☐
2) You should be careful with discount seafood because it may be cooked inappropriately and turn out to be "untasty". ☐
3) If some kind of food makes you sick you should never eat it again. ☐
4) You should avoid fish on Mondays because it can be the fish left over after the weekend. ☐
5) The fish is usually delivered to the restaurants on Saturday morning. ☐
6) Some restaurants instruct their bus boys to reuse bread in order not to lose money. ☐
7) Bus boys sometimes reuse the bread because they have too much work to do and no time to replace the bread. ☐
8) You should be nice to your waiter because he can give you a hint as to what to choose from the menu. ☐

X. READING AND WRITING

20 **Patrick is visiting his Ukrainian pen friend, Ihor, who lives in Kyiv. The young men are going to eat out tonight.**
Before reading explain what the following words and word combinations mean:

- cutlery
- chopsticks
- to wait the tables
- spicy
- shrimps
- clay pot
- herb mixture
- side dish

21 **A) Read the dialogue quickly and complete it by ordering the meal.**
B) Read the dialogue more carefully, then dramatise it in pairs. Use the highlighted phrases in your dramatisation.

P: Now, Ihor, you decide where to go. I can only say I **wouldn't mind** a cozy eatery with a Ukrainian atmosphere and proper cutlery — no chopsticks, thank you very much.

I: (*laughing*) Ukrainians don't eat with chopsticks — **we are quite good at** using knives and forks! You know, Patrick, the best place I can think of is 'Taras' restaurant. It's been one of the most popular places in Kyiv recently — I would even say **it's booming** and the people are drinking and eating well into the night.

P: What an odd name for a restaurant!

I: Not at all — it's named in honour of our famous poet Taras Shevchenko and it's in Shevchenko park.

P: By the way, you say it's open well after midnight. Sounds really strange. In Britain all pubs usually close by 11.

I: Fortunately, **it's not the habit with** us.

P: OK, let's go then.

(*in front of the restaurant*)

P: Wow, it's a really interesting place! Looks like an old mill. I wonder what they serve there.

I: The menu is mostly **classic Ukrainian cuisine**, and I must say **the prices are quite reasonable.**

P: D'you often come here?

I: Well, as a matter of fact, a friend of mine waits the tables here in the restaurant, so I **drop in** from time to time. Their excellent beer with hot and cold **appetizers hits the spot no matter the hour and the company**.

P: So, let's get in and see...

(*at the table, examining the menu*)

I: Well... Salads... Ukrainian spicy salad, fresh vegetable salad, Capital Salad, the Young Lady Salad...

P: Just you stop here! Sounds interesting. What does it consist of?

I: (*reads*) Tiny Black Sea shrimp, apples and eggs with mayonnaise **set on a bed of lettuce**...

P: Nooo... the shrimps may be tasty when they are fresh and you are sitting with a cold lager outside a pub in a small fishing village somewhere in Essex, but I wouldn't have them in a salad. **I'd rather have** fresh vegetable salad.

I: Me too. And I recommend green borshch **served in a clay pot**.

P: What is that 'borshch'? Is it the main course?

I: Actually, it's a kind of soup made from a sour herb mixture with chunks of potato.

P: Yes, I certainly have to try it. What about the meat course?

I: As far as I remember Pork Cutlets and Chicken BBQ are not bad. But when I last dined here **I opted for** the fish instead. Mmmm... the salmon was **cooked to perfection** — toasted on the outside, melting when you bite it. And the baked garlic potatoes are the ideal side dish!

P: Your stories **make my mouth water**! Forget the meat, let's have salmon!

I: Now, desserts: fruit salad with ice cream, Napoleon cake...

P: Not for me. I will **go straight for** cappuccino.

I: And I will have cold coffee with ice cream. So, that's settled. Shall I read the wine card aloud?

P: To tell you the truth, I don't **feel like** drinking spirits tonight. Unless we have a beer to go with fish?

I: OK. Hey, waiter, we would like **to make an order**...

22 **On coming back from the restaurant Patrick wrote a letter to his mum to tell about it. Write the letter on behalf of Patrick.**

XI. VOCABULARY

ORDERING & OFFERING

- Are you ready to order?
- Can I take your order?
- What would you like to start with?
- What would you like to follow? What would you like/ will you have as a main dish (for the main course, for dessert)?
- What would you like to go with it?
- How about/ What about...?
- Would you like anything to drink?
- Can I get you tea or coffee?
- How do you take your coffee?
- I'd like to start with...
- I think I'll have...
- I'll just take...
- What do you recommend? Can you recommend...?
- What's the (seafood chowder) like? What has it got in it?
- What shall we have to follow?
- Could you pass me...?
- Help yourself to (sandwiches).
- Would you care for...
- What do you say to (a nice cup of tea)?
- Would you like some more?
- Would you like a second helping?
- Oh, come on, just a little bit more.

ACCEPTING

- Yes, that sounds nice.
- Yes, I'd like (a steak).
- Yes, it looks delicious.
- Yes, I'm quite hungry.
- Yes, I love cauliflower.

REFUSING

- No, thanks. I'd prefer...
- No, thank you. I don't take sugar.
- No, thank you. I am not very hungry.
- No, thank you. It was lovely, but I can't manage any more. I have had enough.
- Could I have the bill, please?

23 **Arrange the replicas in logical order and act out the dialogues.**

1)

— Have you decided, sir?

— It's white meat — boneless chicken thighs — skinned and sliced into stripes and stewed with rice, chopped onion, tomatoes, mushrooms, garlic, prawns, peas and seasoned with paprika, parsley, salt and pepper. It's really delicious.

— All right, one speedy risotto.

— Not quite. What's speedy risotto?

— It sounds good, all right. I'll take your word for it and try some.

2)

— I think so... What is the warm lamb salad like?

— No, thank you. I'll just have the beef steak, medium-rare, please.

— Grilled lamb steaks cut into thick slices and mixed with leeks, cabbage, beansprouts and walnuts seasoned with orange juice and mustard. The salad is served warm. Would you like to try some?

— May I take your order?

3)

— Yes, I believe so. What's your Black Forest cake like?

— Can I bring you a piece?

— Are you ready for dessert?

— It's a very rich chocolate cake, and comes with whipped cream and cherries on top and between the layers.

— Oh, yes, that sounds delicious.

4)

— A lager, please.

— Oh, that just means it's out of the barrel. It's very good, I can assure you.

— Would you like bottled lager or draught?

— What would you like, sir?

— O.K. I'll try some of that, then. And two cold lamb sandwiches.

— What's draught?

XII. SPEAKING TABLE MANNERS

24 **Label the pictures.**

- knife for the main course
- cup and saucer
- napkin
- fork for entrée
- wine glass
- spoon for soup
- fork for the main course
- plate
- bread and butter plate
- teaspoon
- juice glass
- butter knife

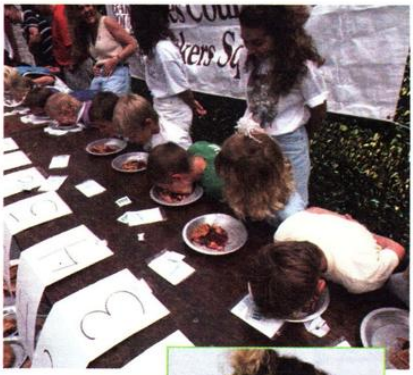
25 **Work in pairs. Describe the pictures and compare different eating styles.**

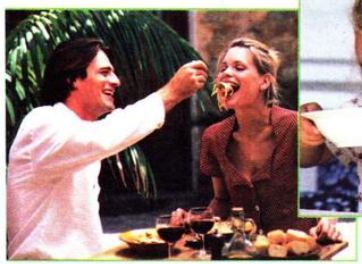
26 **How many of these questions can you answer correctly?**

1) Where should your briefcase or purse be placed when dining?
2) When drinking, is it proper to look over or into the cup or glass?
3) What is the proper way to eat spaghetti?
4) Is it acceptable to smoke at the dining table?
5) Should you blow on your soup when it is too hot?
6) What is the proper way to cut meat?
7) What is the proper way to eat chicken?
8) What is the proper way to eat bread?
9) What is the proper way to remove a fish bone from your mouth?
10) What is appropriate to do when your meal is finished?

27 **What actions at a table can cause each of these noises and sounds:**

- Splash
- Grate
- Whistle
- Rattle
- Bang
- Choking





28 **Together with your partner write a list of table manners that should be observed in Ukrainian culture. Then compare it with the one made by another pair. Discuss the lists in class.**

29 **Compare your list of table manners with the one offered by British etiquette specialists. To read it, fill in the gaps with one of the options given in a–k. The first one is done for you.**

a) by hand, not by fork
b) use your knife
c) criticise the food
d) 'Excuse me, can I trouble you for...'
e) cut with your knife
f) remove the spoon
g) after the meal
h) 'Excuse my reach'
i) with your mouth closed
j) piece by piece
k) the farthest from the plate

1) The forks and knives are placed at either side of your plate in the order in which they are to be used: salad forks and knives ___**k**___ , then fish, meat and so on.
2) Never stretch over the table for something you want; ask your neighbour to pass it. Use a polite phrase, _____ (e.g. a piece of bread)? Yet, if you have already stretched your arm, say politely, _____.
3) A slice of bread should be taken from a bread plate _____.
4) Do not bite into the whole slice of bread, break it off _____ and put small pieces into your mouth.
5) Always chew _____. Never speak until you have chewed and swallowed everything that you have in your mouth.
6) Chicken requires special handling. First _____ as much as you can, and when you can't use your knife and fork any longer, use your fingers or leave the remains of the chicken on your plate.
7) Don't _____ for fish, cutlets and omelettes.
8) After stirring your tea, _____ and place it on the saucer.
9) Do not _____ you are eating even if you don't like it.
10) Don't pick your teeth _____ even if the tooth picks are provided for the purpose.

XIII. REVISION TRANSLATION

1) Останнім часом у нашому місті з'явилося багато нових ресторанів, які пропонують кухні різних країн. Особисто мені подобається японська кухня, в якій багато морепродуктів та овочів. Я часто запрошую моїх друзів до свого улюбленого кафе в центрі міста. Ми завжди замовляємо легкі овочеві закуски та суші.
2) Традиційні англійські паби пропонують гостям багато сортів пива. Там ви також можете поспілкуватися з друзями, послухати музику. Сьогодні у більшості пабів можна також поїсти: замовити салати і навіть гарячі страви. Я ніколи не п'ю більше ніж одну пінту пива.
3) Біля нашого університету є декілька ресторанів швидкого харчування, бутербродна та чайна. Але ми надаємо перевагу піцерії, до якої йти 15 хвилин, тому що там краще обслуговування, ціни значно нижчі, а піца, яка подається, завжди смачна та свіжа.
4) Ми шукали ресторан, де подають страви традиційної української кухні, бо наші друзі хотіли покуштувати борщ та тушковане м'ясо з грибами у горщиках. Але ціни у ресторанах були непомірні, і ми вирішили самі приготувати обід вдома.
5) У будь-якому сучасному великому місті є ціла мережа ресторанів "фаст фуд". З одного боку, відвідувачі можуть швидко та недорого поїсти, але з іншого боку, всі ці ресторани продають нездорову їжу. Це ресторани самообслуговування, там немає офіціантів. Відвідувач отримує їжу на касі або вибирає сам та сплачує на касі. В таких ресторанах ви можете взяти їжу з собою.
6) — Добрий день. Ми замовляли столик на двох на сьогодні.
— Добрий день. Будь ласка, проходьте. Вас влаштує оцей столик біля вікна?
— Так, дякуємо.
(*Підходить офіціант*)
— Будь ласка, подивіться меню. Ви готові зробити замовлення?
— Так.
— З чого ви б бажали почати?
— Я гадаю, ми почнемо з холодних закусок. Ми візьмемо салат з креветками, картопляний салат та заливний язик.
— А що ви замовите на гаряче? Наша фірмова страва на сьогодні — ростбіф з картоплею по-селянськи.
— Гаразд, я візьму саме це, а моя дружина надає перевагу рибним стравам. Що ви можете запропонувати?
— Рибу на грилі.
— Добре, щодо напоїв, ми візьмемо по склянці червоного та білого вина.
— Що б ви бажали на десерт?
— Нічого, лише дві кави. Чорну, будь ласка.
7) Ласкаво просимо до нашого ресторану! Це ексклюзивний стильний ресторан з багатим, різноманітним меню. Ви можете насолодитися класичною європейською та екзотичною східною кухнями. Ми пропонуємо величезний вибір закусок, гарячих страв, вишуканих десертів. Тільки в нашій винній карті ви знайдете вина усіх європейських країн та навіть латиноамериканських. На вас очікує приємна жива музика, сучасний інтер'єр, м'яке освітлення, першокласне обслуговування. Чекаємо на вас з ранку до останнього клієнта.

XIV. WRITING

30 Write a set of rules for schoolchildren on how to behave in the school cafeteria. Try to make them funny: if the rules make children laugh, they will follow them with pleasure. They should also be easy to remember so you can use rhymes.

Unit 15

SHALL WE SHOP TILL WE DROP?

I. LEAD-IN

1 **Answer the questions.**

1) How often do you go shopping? Who with? Why?
2) What do you take into consideration while doing the shopping (e.g. types of shops, prices, etc.)?
3) Do you have any shopping habits (e.g. making a shopping list, etc.)?
4) In what ways are shopping habits changing (e.g. shopping from home, by phone, hypermarkets etc.)?

2 **Complete the following sentences, choosing one of the options.**

1) I like/ don't like going to small shops to get food because...
2) I prefer shopping for food every day/ once a week since...
3) I like/ dislike going to supermarkets as...
4) I never/ usually choose food of a specific brand because...
5) I like/ dislike buying clothes and footwear at the market because...
6) I like/ dislike window-shopping because...
7) I never/ sometimes drop in at second-hand shops for clothes because...
8) I always/ sometimes/ never pay attention to the information on the package because...
9) I prefer buying books in bookshops/ at the book market because...
10) I never/ sometimes go to sales because...

II. READING

3 **Read the text and complete the table.**

	TYPES OF SHOPS	LOCATION	ITEMS YOU CAN BUY THERE	ADVANTAGES	DISADVANTAGES
SHOPPING FOR FOOD	1. Supermarkets				
	2.				
	3.				
SHOPPING FOR CONSUMER GOODS	1. Malls				
	2.				
	3.				

Shopping in the USA

Everything in the US is big. Not just the vast lands and huge distances to cover, big people and X-large clothes to match them, but also big money to be spent and great numbers of products to be consumed. The whole society seems to be based on continuous consumption. To support their economy the US patriots have no choice but to be "active" consumers.

Shopping being an important element of consumerism culture, thus, occupies a great part in the life of an average American. As it usually takes much time, Americans try not to scatter it throughout the whole week, but would rather devote one whole day usually in two or three weeks to do all the needed shopping.

There are a couple of reasons for that. Firstly, in most cases (except for probably big metropolitan areas) shops and grocery stores may be located rather far from the place one lives or works. Secondly, it is always cheaper to buy one and the same item in a bigger container, thus, it is more practical to buy a pack of the product you need than a separate item of it. Thirdly, the stores are usually organized in such a way that looking for the products you intended to buy you need to go through a long way of other appealing goods. Almost unavoidably you would end up buying much more than you originally had in your mind or on your purchase list. And so, shopping may become rather dangerous for your purse.

Food shopping can usually be done in a number of places: supermarkets (like Target), grocery stores (like Dillon's, Checkers, HyVee) or convenience stores. Supermarkets would be the largest of these, they carry a wide variety of fruit and vegetables, dairy products, cereals, bread and baked goods, prepared, canned and frozen goods, beverages, paper products (like toilet paper, facial tissue, paper plates, napkins, etc.), personal care products, film, non-prescriptive drugs, clothing, jewelry, perfumes, electronics, furniture and so on. Depending on the state's laws, supermarkets may also carry wine and beer. Some of them also have coffee shops, fast food restaurants, film developing services, pharmacies, sometimes post office branch and video rentals. In such a place you can easily lose control over time, get lost yourself, and at the same time you will manage to find basically everything you need for your everyday life, and lots of stuff you don't really need.

Grocery stores are usually smaller than supermarkets. They limit their assortment to food, paper products and personal care products, non-prescription drugs, film and magazines. They might also have film developing services and pharmacies. The prices in grocery stores would usually be similar to those of supermarkets.

Both grocery stores and supermarkets are usually supplied with plastic baskets and carts for carrying items around the store. As soon as the process of filling the cart is over you would proceed to the cashiers, where a person in a store uniform might have a small talk with you while processing your purchased items through an electronic pricing scanner and then waiting for the bill to come out of the cashier machine. Depending on the store the service of packing will vary: in Dillon's grocery store you will get all your purchased goods in a plastic or paper bag, in Checkers you are supposed to pack your goods yourself, though the bags are available and free, and in Aldi (a German branch) the customers are expected to bring their own containers or otherwise purchase plastic bags from the cashier.

Some of these stores can have a discount policy — they offer their customers various sorts of coupons that help the buyer save money on the item the store wants to get rid of.

Convenience stores offer a very limited selection of goods and brands. Prices for items can sometimes be twice that of supermarkets. The convenience of these stores is in their 24/7 work schedule and in their location — at the gas stations, close to the automobile routes.

Looking for beer, wine or liquor one should keep in mind that in some states it is illegal to sell beer and wine in supermarkets, grocery or convenience stores. They can be found in special liquor stores. These stores in many states are closed on Sundays. As the US laws prohibit consuming or carrying alcohol openly in public places, the cashier of the liquor store will pack the purchased liquor in a paper bag. State laws also restrict the purchase of alcoholic beverages to those aged under 21. Therefore, in order to buy these items the customers may be asked to show a picture identification card, which states his/ her birth date.

Big non-food shopping can be done in a supermarket or in Malls. Malls are either indoor or outdoor shopping centers. The indoor Mall is a large building containing different kinds of stores, including big department stores and smaller specialty stores. The outdoor Mall is the area, usually distant from the town's downtown, occupied by various supermarkets, big department stores and smaller specialty stores.

The downtown area is usually packed with more expensive fancy stores. Quite often they would have some ethnic (even exotic) stylization.

Great variety of books can be found in various bookstores, like Borders, Barns and Nobles. What is notable about the bookstores is that some of them have either a reading area or a cafeteria where you can take a coffee and look through the books you are thinking of buying. University students always have a possibility to find books required for the courses in campus bookstores. There the books are already arranged according to the names of the courses offered by the university.

The last but very important point about shopping in the US is the necessity to keep in mind that the price you will pay for the item is usually higher than the price tag you see attached to the product. The trick is that cities and states have the right to charge an additional percentage of the cost of some items in order to raise revenues. In most places a sales tax reaches 10% of the price. For this reason many people prefer buying books, CD, DVD, video films, electronics on the Internet, as Internet purchase is usually tax free.

4 **Find in the text the words and expressions similar to the following ones.**

1) a person who buys something or uses services
2) to move quickly in different directions
3) attractive or interesting
4) a note of a set of items one needs to buy
5) a large wire basket on wheels that one uses in the supermarket
6) an electronic machine used to read coded prices on the packaging
7) a center of a town or a city
8) a piece of paper with a price on it that is attached to each item sold in a shop
9) to ask someone for a particular amount of money as a price/ a tax
10) income, esp. of a large amount from any source
11) an amount of money that you have to pay in addition to the cost of something you are buying

5 **Explain in your own words:**

1) personal care products
2) film developing services
3) video rentals
4) a discount
5) 24/7 work
6) a liquor store
7) a picture identification card

6 **Answer the following questions:**

1) In what way do the most Americans prefer to do the shopping?
2) Why do they choose this way? (Give three reasons)
3) How can purchases be packed?
4) Where can you buy beverages in America? What does it depend on?
5) What is a mall?
6) What sorts of shops are usually in downtown?
7) Where can university students buy their course books?
8) What should be kept in mind when you do the shopping in America?
9) Why do many Americans prefer buying goods on-line (on the Internet)?

III. VOCABULARY

TYPES OF SHOPS AND DEPARTMENTS

- a shop = a store (*AE*)
- a shopping centre/ center(*AE*) = a mall (*AE*)
- a chain store
- a supermarket
- a department store
- a stall = a stand (*AE*)
- a kiosk
- dairy products
- a butcher's/ a butcher shop
- a grocer's/ a grocery store (*AE*)
- a baker's/ a bakery
- a florist's
- a fishmonger's
- a confectioner's/ a confectionery/ a sweet-shop
- a greengrocer's/ a greengrocery
- an off-licence = a liquor store (*AE*)
- a tobacconist's
- a chemist's = a drugstore/ a pharmacy (*AE*)
- a newsagent's
- a boutique [butik]
- a gift shop
- a bookshop = a bookstore (*AE*)
- a hardware shop
- an antique shop
- footwear
- perfumery & toiletries
- household goods
- hosiery
- souvenirs
- jewellery/ jewelry (*AE*)
- a stationer's/ stationery
- electric appliances
- sportswear = sporting goods (*AE*)
- pottery (ceramics)
- glassware
- silverware

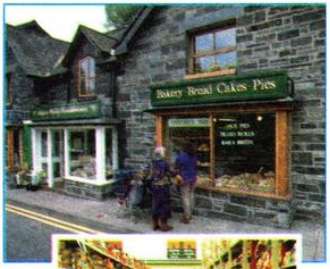
7 **The sentences given below describe different types of shopping places. Arrange them to describe**

department stores **supermarkets**

shopping centres **outdoor markets**

Mind that some may refer to more than one type of shop.

1) This sort of shops is a vast building, many storeys high.
2) At the exit there is a cash desk where you pay for all your goods.
3) Larger towns now usually have a special area for pedestrians only, with shops grouped together, sometimes enclosed in a large building.
4) There you can buy everything you want, from a box of matches to a suite of furniture.
5) Today it has a number of stalls, mostly selling cheap or second-hand goods, but also flowers, fresh fruit and vegetables, as well as meat and fish.
6) All the household and food shopping can be done there.
7) They offer more elaborate facilities for the customers' convenience and comfort than other shops: restaurants and public toilets, public telephones and hairdressing, credit accounts and a number of comfortable fitting rooms, theatrical agencies and travel agencies, delivery and after-sales service.
8) The stall-holders often come to town from the country to sell their goods, or travel round regularly from town to town.
9) Most of these shops are very modern and are equipped with speedy lifts and escalators, and have well-planned lighting, ventilation and heating.
10) The stalls usually start selling early, and may finish by mid-afternoon.
11) These shops operate on a self-service system: you go in, pick up a basket and walk around choosing what you want.



8 **A) Match the items below with the shops where you buy them.**

a)	a Victorian armchair	**1)**	florist's
b)	flowers	**2)**	butcher's
c)	writing paper, pencils	**3)**	grocer's
d)	newspapers, magazines	**4)**	perfumery
e)	cigarettes, matches, cigars	**5)**	antique shop
		6)	confectioner's
f)	tea, biscuits, sugar, tinned food	**7)**	tobacconist's
		8)	newsagent's
g)	mufflers, jersy, mittens	**9)**	stationer's
h)	nails, pliers, spades	**10)**	hardware shop
i)	cakes, fruit drops, lollipops	**11)**	greengrocer's
j)	records, CDs, cassettes	**12)**	knitted wear
k)	perfume, eye-shadow, hand cream	**13)**	music department
l)	pork, veal, lamb, sausage		
m)	bananas, cabbage, parsley		

B) Where can you buy each of the items?

- posters
- greeting cards
- postcards, envelopes, stamps
- videos, DVDs
- ribbons
- pants, bras
- reels of thread, needles
- slippers
- gloves
- toothbrushes, toothpastes
- socks, tights
- new furniture

C) Work in groups of 4—5 people. Name as many things as you can that you can buy in each shop. Compare your lists. Which team is the winner?

1)	fishmonger's	**5)**	newsagent's
2)	chemist's	**6)**	stationery shop
3)	boutique	**7)**	hardware
4)	department store	**8)**	greengrocer's

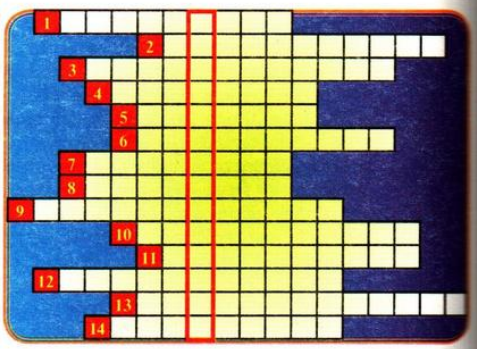
10 **Explain the difference between:**

a) to overcharge and to undercharge
b) a shopkeeper and a shop assistant
c) shopping and window-shopping
d) a wholesaler and a retailer
e) a supermarket and a department store
f) a counter and a cash desk

9 **Do the crossword.**

Can You Recognise the Shops?

1) In this shop you can choose different sorts of glass containers for wine, cognac, brandy and other beverages.
2) If you don't want to spend hours fishing, it's better for you to go to this shop.
3) Kiwi, mango, peaches, avocados, parsley, lettuce: where do you go to buy all that?
4) Is your favorite pastime gardening? Then you will find all the tools you may possibly need at this shop.
5) Want to make a birthday cake? You'll find everything (or almost everything!) you need here!
6) Here you can buy sports newspapers for your dad, fashion magazines for your mom and some postcards to send to a friend.
7) If you are eager to read this year's #1 bestseller you'd better drop in this shop.
8) Why go hunting? You can buy pork, veal, lamb, beaf, mutton and more at this kind of shop.
9) The shop where products that often cause lung cancer are sold.
10) A very large shop.
11) You are planning to spend your Christmas holidays in the Alps skiing? Then go to this shop and get all the necessary gear.
12) You can shop here only if you are of age.
13) If you have a sweet tooth this shop is for you.
14) The shop where you buy medicines, baby products, shampoo, etc.



IV. LISTENING

11 **Read the statement below:**

"There's no better way to do the shopping than on the Internet. You don't even have to go out of the house and you can find everything you want in any part of the world."

Do you agree or disagree? Discuss it with the partner and fill in the table:

PROS	CONS

12 **A) Now listen to Tom and Alice discussing their shopping habits and answer the questions:**

- How does each of them prefer to do the shopping?
- What reasons do they give to explain their choice?
- What other pros and cons can you add?

B) Listen again and note down any useful expressions you hear under the following headings:

- acknowledging an opinion before disagreeing
- disagreeing
- agreeing
- asking for opinion

13 **Using the expressions you've noted down make up a dialogue of your own. Discuss the following statement with your partner:**

"There's no better place to shop for food than an open market."

V. SPEAKING

14 **Read the role-cards below and roleplay the situation.**

Student A: You are going to buy Christmas presents for your relatives and friends. Decide what kind of shop you are in, and ask a shop assistant for help.

Student B: Imagine that you are a shop assistant. Serve the customer and give advice on what to buy. Persuade the customer to purchase something.

You may use expressions given in the box.

USEFUL LANGUAGE

Serving a customer	Buying things
• Can I help you?	• Excuse me, can you help me?
• Are you being served?	• I'm looking for...
• What size are you?	• I'm just looking around.
• I advise you to...	• Can I get...?
• We have ... on sale.	• What colours do you have it in?
• It's on sale. It's only ($5).	• Can I try this on?
• We've run out of the size.	• Do you have this ... in size...?
• I'm afraid we are out of it at the moment.	• It doesn't fit.
• You won't find a better bargain in the whole city.	• It (doesn't go) goes well with my trousers.
• How do they fit, madam/ sir?	• I don't like it.
• Any particular colour, style?	• I'm afraid not in that style...
• This one comes only in black and red?	• It's (a bit) too tight/ loose on me.
• Would you like to try it on?	• It's two sizes too large.
• Would you like to try a bigger/ smaller size?	• Can I have the next size up/ down?
• Does it fit?	• Can I see something else?
• Thank you for the purcase.	• No, thank you. I'll have/ take this.
• You're welcome.	• Maybe I'll come back later.

15 **Discuss the questions:**

1) Do you regard shopping as a pleasant pastime or a tiring duty?
2) What kind of goods do you enjoy buying? Why?
3) Which shops are popular with people in your city?
4) Which shops in your city have a reputation for quality? for reasonable prices? for exclusive products?
5) What do you think of door-to-door sales? Think of pros and cons.
6) Why do you think shopping by the Internet or mail order catalogues is becoming more and more popular?
7) What are the main reasons people don't like shopping? (queues? crowds? difficulty finding products? lack of time? inconvenient opening hours? any others?)
8) What is the price of the shopping basket of everyday goods in your country? What items do you think the shopping basket contains?
9) How easily are you influenced by advertising?
10) What do you consider the advantages and disadvantages of small shops and large shopping centres?
11) Would you prefer to do all your shopping in one huge department store or in a number of specialized shops? Why?
12) Do you prefer self-service or counter service? Why?
13) Why do many housewives prefer to buy food (vegetables and fruit especially) at the market? What about you?
14) Do you often consume frozen or tinned foods? Why?
15) Do you think that shop assistants should act according to the principle "The customer is always right"?
16) How many pairs of shoes did you try on before buying the pair which you are now wearing?
17) Do you remember your first purchase? Talk about it.
18) Speak about your most successful and satisfying shopping.

VI. VOCABULARY MONEY, MONEY, MONEY...

16 **A) Read the text and do the task that follows it.**

What you can see in the pictures is something all of us can recognize — it's money. Money units made of different metals are coins. For example, the biggest coin in the lower picture above is a one-dollar coin. There are also smaller coins, which are called cents in the USA. Paper money in the USA is called bills. In the center of the upper picture you can see a twenty-dollar bill.

In Great Britain people buy things with pounds and pence. One pound is 100 pence. English people don't call their paper money bills — they say: a five-pound note, a ten-pound note, a twenty- or a fifty-pound note. There are no other banknotes in the UK. But they have many coins — a one-penny coin and two-, five-, ten-, twenty- and fifty-pence coins. English people rarely say 'pence'. They prefer a shortened form 'p' [pi:]. They don't have any notes for one and two pounds, but they have one- and two-pound coins, which are big and heavy.

B) Now imagine you are buying things at a British shop. Say, which money units you will use to pay for them (remember: you don't want any change).

For example: half a kilo of salmon — £6.76
I will give the cashier a five-pound note, a one-pound coin, three twenty-pence coins, one ten-pence coin, five-pence and one-penny coins (or twenty-p coins, etc.).

17 **The following words are often used when we are speaking about money. Explain what each word means and fill in the gaps in the sentences below.**

•Cash •currency •change •wealth •a fine •a fee •fare •a tax

1) May I pay by cheque, I have no _____ on me.
2) What is the bus _____ to London?
3) Can you give me _____ for a five-pound note?
4) Their profitable business brought them great _____ but not happiness.
5) The judge imposed a heavy _____ on him for drunken driving.
6) If you want to join our club, there's an entrance _____ of £20.
7) Each working person must pay their income _____ from 20 to 40% to the government.
8) The European Community countries introduced the single _____ — the euro in 2002.

18 **What do you think the following sayings mean? Do you agree with them?**

1) Time is money.
2) Money is the root of the evil.
3) A fool and his money are soon parted.
4) Money can't buy you love.

19 **Read the poem.**

MONEY

Workers earn it,
Spendthrifts burn it,
Bankers lend it,
Women spend it,
Forgers fake it,
Taxes take it,
Dying leave it,
Heirs receive it,
Thrifty save it,
Misers crave it,
Robbers seize it,
Rich increase it,
Gamblers lose it...
I could use it.

Richard Armour

What else can people do with money?

20 **Fill in the gaps in the sentences below with a suitable word combination from the box.**

• big money • easy money • taxpayers' money • pocket money • spending money • prize money • paper money •

1) The collection box at the entrance to the British Museum is usually full of coins and _____.
2) There is _____ in prestigious kinds of sports, such as golf and tennis for the top players.
3) Do you think introducing a new police department, which will help people to find their lost dogs and cats, is a good way of spending _____?
4) Did your parents give you enough _____ when you were a schoolgirl?
5) Mark didn't really know what to spend his _____ on — he had never before had so much money at a time.
6) How much _____ do you think I should take on holiday? — It depends on where you are going.
7) He started selling stolen goods as a way of making _____.

21 **Fill in the gaps with prepositions.**

1) Mum's _____ shopping with Dad.
2) Prices vary so widely that it's desirable to shop _____ before you buy for the best deal.
3) New potatoes are _____ the shops now.
4) It's cheaper to buy direct _____ the manufacturer or to buy _____ bulk, that is in large quantities.
5) I couldn't buy it because I didn't have any money _____ me.
6) Have you got change _____ a 50-cent piece?
7) They wanted to be paid _____ euros.
8) Dad paid for my English lessons _____ cash and for my driving lessons _____ credit card.
9) It's risky, but you can buy whiskey _____ the counter.
10) Before Christmas you can buy a lot of goods _____ a discount.
11) I'm afraid we've run out of coffee. Will you buy some _____ the grocer's?

22 **Fill in the gaps with a suitable word:**

•refund •exchange •lend •borrow
•pay back •cost •sell •spend •buy •waste

1) The dress must have _____ a fortune — where does she get the money?
2) Oh, no! I've left my money at home! Could you _____ me £15? I promise I'll _____ you _____ tomorrow.
3) I wouldn't give Tom any money. He _____ £100 from me last month. The month has passed and he hasn't returned any of it!
4) I had a certain amount of money in dollars and I had to _____ it for pounds.
5) The shop will _____ you the full cost of your purchase if you don't like our goods.
6) Each last Wednesday of the month they _____ their goods at a great discount. If you visit the shop and buy something, it'll be a good bargain.
7) Each month I _____ 2 or 3 books and I _____ about $10 on them, but I don't think I _____ my money, I enjoy reading.

23 **Give English equivalents to the following Ukrainian words and expressions**

1) п'ятифунтова купюра;
2) десятицентова монета;
3) готівка;
4) розплатитися чеком;
5) вартість проїзду;
6) значний штраф;
7) ввести єдину валюту;
8) податок на прибуток;
9) позичати гроші;
10) „легкі" гроші;
11) мати гроші при собі;
12) купувати товари зі знижкою;
13) коштувати ціле багатство;
14) повернути повну вартість покупки;
15) марнотратити гроші.

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VII. LISTENING

24 **Answer the questions.**

1) How would you describe yourself as a money spender? Do you tend to save money or fritter it away?
2) Do you think people should plan their purchases or is it better to buy things on an impulse?
3) Have you ever used a credit card? Do you know how to withdraw some money from a credit card?
4) Would you prefer to use a credit card or carry cash? What are the advantages and disadvantages of each way?
5) Before you listen make sure you understand what the words and word combinations in bold mean:

- Every **payday** the father went down to the bank to make his deposit.
- This bottle of shampoo was a real bargain. I bought it when there was **a three-for-two offer** on it. I bought three bottles at the price of two.
- The only way for the stores to get rid of the last season's clothes collections is **a clearout sale.**
- Studying at university **set a fairly tight budget** so Julia decided to mix second-hand clothes with new ones.
- You've got to have a true talent for gambling: how could you **blow all our savings in one go**?
- Scott **was** pretty **hard up**, so I lent him $20.

25 **Listen and answer the following questions:**

1) Why did Nicola hesitate when she was standing at the cash point?
2) What did she buy? What reasons made her buy so many things?
3) Why did she say, "Back home ... my good spirits melted away..."?
4) What did Nicola usually do when she was really hard up with money?
5) How did she meet Alex Hill?
6) What advice did Alex give her?
7) What is the current situation with Nicola's spending habits?
8) Nicola says, "I was a sucker for a special offer." Are you? Do you believe in the good of different offers and clearout sales?
9) What is the biggest sum of money you've ever spent in one go? What did you spend the money on?
10) Are you satisfied with your spending habits? Do you think you need to consult a person like Alex Hill?
11) Is there any other piece of advice you would give Nicola?

VIII. READING

26 **Read the extract from Jude Deveraux's novel "Sweet Liar" and find answers to the questions.**

1) How long had Samantha been living in New York?
2) How are New Yorkers different from most Americans?
3) Whose idea was it to go shopping to Fifth Avenue?
4) Why did Samantha feel so uncomfortable on Fifth Avenue?
5) What did she feel like on entering the famous Saks Fifth Avenue?
6) Who was supposed to help Samantha shop? What was that person like?
7) How did Samantha feel an hour after she'd started trying on clothes?
8) Why didn't Mike want Samantha to see the price tags on the clothes she was picking out?

Sweet Liar

Samantha had been living in New York for several weeks and so far, her experience of New York had been limited to the street where her apartment was situated. Now she was walking with Mike, her landlord and her guardian, toward Madison Avenue, then to Fifth — he was taking her shopping. The closer they got to Fifth Avenue, the more Samantha became aware of her awful clothing. In magazines one saw models wearing gorgeous designer clothing, and a person in the real world of middle America sometimes wondered who in the world *wore* those things. Most Americans wear bright-coloured sportswear, looking as if they spend their lives climbing mountains or running marathons. But in New York the men and women — especially the women — looked to Samantha as if they had stepped from designer showrooms.

As she walked with Mike, her hand held firmly in his arm, Samantha was painfully aware of the women around her. They were so fantastically well-groomed. Their hair looked as if they shampooed it with fairy nectar, their nails were perfectly trimmed and polished, as though they never used their hands, and their clothes were nothing less than divine.

Of course one **drawback** to New York women was their snobbery. Many of the women gave Samantha looks of pity when they saw the ancient pink sweat suit that she was wearing. So, by the time they reached Fifth Avenue, Samantha wanted to crawl in a hole. They hurried past store after store with beautiful clothing in the windows. They passed Tiffany's, Gucci, Christian Dior. After a while Samantha stopped looking at the clothes because the more she saw, the worse she felt.

At Fiftieth Street, they came to a large store, and to her horrified amazement, Mike started towards the revolving doors*. Samantha pulled away from him. In the first place, revolving doors **puzzled** her; she couldn't seem **to get the hang of** when she was to enter and when she was to exit. In the second place, she saw that this was Saks Fifth Avenue. She could not, absolutely could not, enter a world-renowned store dressed in a worn-out, faded pink sweat suit.

Mike had to drag her through those doors, and when they entered the store, Samantha stood still for a moment, **dazzled** by what she saw before her. To anyone who had spent four years in a small town, Saks was **heaven come to earth**. As Samantha came out of her trance, she became aware of the women in the store looking her over, knowing full well that she **failed on every count**. Maybe she could go back home, she thought, change her clothes, and come back here. But the truth was, Samantha knew she didn't own a garment that **was up to the** fashion **standards** of the women she saw in this beautiful store.

"I can't go shopping wearing this," she whispered to Mike.

From the look on his face she could see that he didn't understand what she was saying. Sometimes it seemed that the language difference between men and women was as great as that between Chinese and English.

"You look great," Mike said, then began pushing Samantha toward the back of the store. There they were supposed to meet a cousin of his, Victoria, who would help them shop. Mike had told Vicky that he wanted Samantha to have both cheap and expensive clothes, shoes and whatever else women wear no matter how much it would cost.

About half an hour later Samantha knew she had never spent such a heavenly day in her life. When she was a child she had often gone on shopping expeditions with her mother, and they had been an enormous amount of fun, but after her mother had died, she hadn't seemed to have much inclination to adorn herself. However, even when she had been with her mother, she hadn't had as good a time as she had on this day. Vicky's taste in clothing and corresponding accessories was flawless, and her diplomacy in guiding Samantha toward the correct garments was something that had to be experienced to be believed. At first Samantha haphazardly and hesitantly chose a few outfits from the racks and tried them on, but when she looked in the triple mirrors, she found that she looked as she always did: boring. Then, Vicky very sweetly, casually, tactfully, asked if she might be allowed to choose a few things for Samantha, and of course Samantha agreed.

Within twenty minutes after Vicky handed Samantha the first garment, she began to see a completely different version of herself. Stepping back in the large,

* a type of door in the entrance of a large building, which goes around and around as people go through it

luxurious dressing room on the third floor, she looked at herself in the perfect-fitting suit by St. John and saw a person she did not recognize: elegant but maybe a little sexy, comfortable but refined, fashionable but classic.

Within an hour she became relaxed and **felt** completely **at ease**. To bring Samantha garments from other floors, Vicky asked two more saleswomen for help, telling them what she wanted and where to get it. The women brought armloads of lacy underwear, nightgowns, and even shoes to Samantha, and they brought purses, gloves, hosiery, and costume jewelry from the first floor.

Samantha bought many, many items. By four o'clock she had lost count of all the suits, shoes, dresses, and casual clothes she had said yes to, only a few of which were to be charged to her account. "This is going to cost too much," she said to Vicky. "This must be hundreds of dollars."

Vicky had her back to Samantha so Samantha couldn't see Vicky's raised eyebrows. Hundreds? Vicky realized that Mike had been right. He'd said he doubted if Samantha could even imagine a single dress costing seven thousand dollars, so all price tags had to be removed before she tried on the clothes. Removing the tags had been a great bother to Vicky and her assistants, but for what Mike was spending, they could afford to bother. And, as Samantha **had an eye for** quality, she had spent many thousands of dollars. If she were presented with two pairs of shoes, one costing six hundred and the other pair a mere two hundred and fifty, Samantha unmistakably chose the more expensive one.

Straightening, Vicky looked at Samantha. "They are ready for you at the beauty salon..."

27 **Work with a partner on the lexis of the text:**

A **What words and expressions does the author use to describe Samantha's uneasiness? Find as many as you can.**

B **What adjectives and adverbs help us see the most fashionable stores of New York "through Samantha's eyes"? Find words/ expressions which express amazement and admiration.**

C **Work out the meaning of the highlighted expressions from the context. Discuss with your groupmates.**

D **Match the expressions with their definitions.**

a) a disadvantage of something, that makes it seem less attractive — especially when something seems good in other ways
b) *(informal)* to learn how to do something or use something
c) not to be able to see properly for a short time; to feel strong admiration for smth exciting or unusual, to be impressed
d) to be good at noticing a particular type of thing, especially something attractive, valuable, of good quality
e) to be worse in all aspects
f) to feel relaxed, especially in a situation in which people might feel a little nervous
g) to be good enough to reach a standard
h) to be confused and unable to understand something
i) *(informal)* an extremely enjoyable situation or place

E **Fill in the gaps in the sentences 1—8. Some words and expressions can be used more than once.**

1) Floy had begun to _____ riding after a while.
2) I'm a little _____ — why did you call her yourself when I specifically told you I would do it?
3) Staring out the train window, we were _____ by the scenery.
4) I was so tired of everything and everyone both at work and at home that for me a month on a deserted tropical island was _____.
5) If you are _____ by oncoming traffic, slow down and look for a place to stop.
6) I didn't think last night's performance was _____ her usual _____.
7) It took me ages to _____ using chopsticks.
8) You need to _____ colour and design if you are going to decorate your own house.

IX. VOCABULARY PACKAGING

• bag • box • tub • packet • can • bottle • carton • jar • tin • barrel • case • tube • sachet

28 **a) Label the containers using the words from the box.**

B) Choose two items, which you usually buy in that container.

- potatoes
- tea
- beans
- ointment
- wine
- instant coffee
- tomato sauce
- yogurt
- apples
- beer
- tooth paste
- biscuits
- matches
- cigarettes
- coca cola
- jewellery
- cognac
- sardines
- spectacles
- chocolates
- ice-cream
- jam
- shampoo
- cottage cheese

29 **A) Answer the questions.**

1) What is packaging for?
2) What information can you get from packaging?
3) What information do bar codes contain?
4) Why are they important?
5) How often do you read the information on packaging?
6) How important are the kind of packaging and its design for you?
7) What do you do with packaging after being used?
8) Is the abundance of various packaging bad for ecology? What can be done?

B) Look at the examples of packaging below and discuss what purpose it serves.

1) a plastic bag of oranges —
2) a jar of honey —
3) a box of cigars —
4) a tin of pâté —
5) a bottle of perfume —
6) a case for pencils —
7) a carton of milk —
8) a tube of face cream —
9) a barrel of wine —
10) a tub of margarine —

30 **People buy some things by a particular unit. Choose the items from the list that you would usually buy by:**

• books • parsley • beef • thread • flowers • eggs
• chocolate • wall-paper • gloves • grapes • soap • CDs

1) a bunch of .....
2) a bar of .....
3) a joint of .....
4) a dozen .....
5) a reel of .....
6) a roll of .....
7) a pair of .....
8) a pile of .....
9) a stack of .....

31 **Put a circle round the correct word to use in each blank.**

1)	Could I have a _____ of matches, please?	A packet	B tin	C can	D box
2)	And I'd like a _____ of cigarettes, too.	A box	B packet	C jar	D case
3)	How much is this _____ of soap?	A bar	B bag	C box	D loaf
4)	Do you have any toothpaste? I'd like a large _____.	A tin	B bar	C roll	D tube
5)	I also want a _____ of orange juice.	A vase	B pan	C bowl	D bottle
6)	Oh, and could I have a _____ of biscuits?	A case	B packet	C bottle	D piece
7)	Yesterday my husband bought a _____ of honey.	A box	B carton	C jar	D bar
8)	Don't buy cottage cheese by weight; I prefer it in a _____.	A tin	B bowl	C roll	D tub

X. TRANSLATION

32 **Translate into English.**

1) У наш час ходіння по магазинах стало справжнім іспитом для багатьох людей. На споживачів впливає реклама, велика кількість товарів у яскравих упаковках на стелажах і вибір модного одягу і взуття, що постійно змінюється. Покупці постійно стикаються з проблемою — як вибрати більш якісний потрібний товар, щоб не витратити даремно гроші й укластися в певну суму. У різних газетних і журнальних статтях ми можемо прочитати поради психологів і економістів про те, як стати розумним покупцем. Ось деякі з них: відвідайте кілька магазинів у вашому районі, щоб можна було порівняти ціни на потрібні вам продукти; складіть список необхідних вам товарів; не ходіть у магазин за продуктами голодним — ви ризикуєте купити більше, ніж вам потрібно; «великі» покупки робіть під час розпродажів; не забувайте, що багато чого можна купити на ринку дешевше.

2) Сьюзан щосереди ходила в універсам за покупками на весь тиждень. Це було зручніше, ніж ходити в невеликі магазини, тому що всі необхідні товари були розфасовані й зібрані в одному місці і рідко доводилося стояти в довгій черзі. До того ж у неї була дисконтна картка, що дозволяло їй заощадити пристойну суму грошей за рік. У неї завжди був список необхідних товарів, але іноді вона дозволяла собі купити яку-небудь дрібничку або черговий номер жіночого журналу. Вона котила перед собою візок уздовж полиць з різноманітними товарами, дивилася на цінники і поступово наповнювала його. Підійшовши до каси, вона платила за свої покупки, одержувала чек і відправлялася додому.

3) Я не можу назвати себе людиною, яка дуже любить ходити по магазинах, але іноді я іду до універмагу чи торгового центру. Це справжній рай для покупців! У численних відділах універмагу ви можете знайти усе, що вам необхідне, і навіть більше. У парфумерному відділі купите собі флакончик парфумів або туалетної води, у відділі посуду ви можете купити набір келихів або чайний сервіз, у відділі спортивних товарів вам запропонують футболки, кросівки, спортивний костюм, у відділі сувенірів ви можете придбати приємні подарунки для своїх родичів і друзів — статуетки, свічники, вазочки і багато чого іншого. У відділах готового одягу ви можете вибрати будь-який одяг — від шуби до білизни. Якщо вам не вистачає готівки, ви можете зняти її з кредитної картки в будь-якому банкоматі, розташованому тут же.

4) Напередодні Різдва я вирішила купити всім членам своєї родини невеликі подарунки: у трикотажному магазині я купила рукавиці і кашне для бабусі, в універмазі — теплі капці для дідуся і стильну краватку для тата, у музичному відділі для мого старшого брата я знайшла компакт-диск із концертом його улюбленої групи, а для молодшої сестри я вибрала срібний ланцюжок у відділі «Срібло». Моя мама любить шити одяг, і я купила їй тканину для блузки в магазині «Тканини», нитки і гудзики у відділі «Галантерея». Для себе я вирішила купити словник сучасної англійської мови, про який давно мріяла.

5) Пересічний покупець у сучасному суспільстві періодично відвідує ті чи інші магазини, щоб забезпечити себе і свою родину всім необхідним. Але є люди, які, крім звичайних магазинів, люблять відвідувати бутики, де можна купити ексклюзивний дорогий одяг, і антикварні магазини, щоб знайти стародавні речі. Останнім часом з'явилися нові способи робити покупки: ви можете вибрати товари через комп'ютерну мережу чи за каталогом і потім замовити товари поштою або телефоном. Деякі фірми доставлять ваші покупки додому безкоштовно. Є спеціальні телевізійні програми, що допоможуть вибрати і замовити усе, що вам сподобається. Ви можете оплатити усі свої покупки чеком, готівкою чи кредитною карткою.

XI. WRITING

33 **The Shop Manager wants to improve customer service. He asked the customers to fill in a short questionnaire. You are a loyal customer. Answer the questions truthfully and tell about the changes you think are necessary.**

1) How often do you visit our store?
2) What do you think of our products?
3) How do you like our service?
4) Are there any aspects of shopping you don't like?

34 **Write a short essay describing the advantages and disadvantages of home shopping and traditional shopping.**

35 **In 150 words essay describe your attitude to money. You may use the following questions as prompts:**

1) Do you always know exactly how much cash you have on you?
2) Do you normally check the change, bills, receipts and prices in shops?
3) Do you often spend money on charity or lend money to your friends?
4) Are you a thrifty person?
5) Do you have a bank account? Where do you keep your money?
6) How do you try to save your money?
7) Have you ever been unable to pay your debts?

XII. PROJECT WORK

36 **Choose a famous British/ American/ European store and prepare to make a short presentation of it to the class. You can choose to talk about one of these stores:**

- Harrods (London)
- Habitat (British retailer)
- The Body Shop (British retailer)
- Boots (British retailer)
- NEXT (British retailer)
- Marks and Spencer (British retailer)
- Wal — Mart (American retailer)
- Tesco (British retailer)
- Sainsbury's (British retailer)
- Richer Sounds (British retailer of hi-fi equipment)

STRUCTURE YOUR PRESENTATIONS IN THE FOLLOWING WAY:

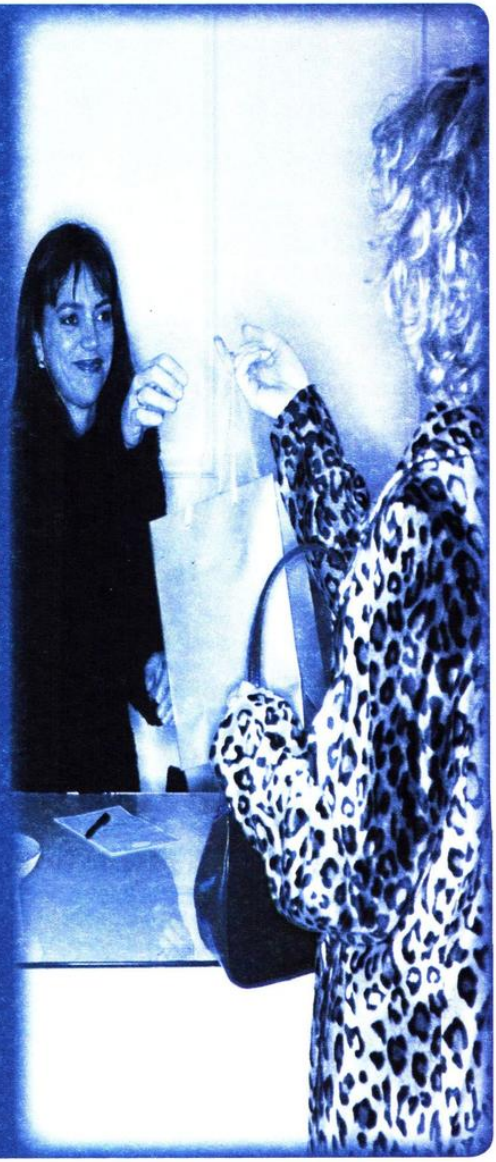
1. **Greetings and presenting the structure of your talk**
   - Good morning, ladies and gentlemen. / Good afternoon, everyone, thank you for coming.
   - I'm here to talk about.../ to give a brief presentation on...
   - I'm going to be talking about.../ I'm here to tell you a little about.../ I'd like to tell you about...
   - The first part of my presentation is about...
   - The second part looks at...
   - In the last part I want to talk about...
   - I'd like to begin by looking at.../ I'd like to start with...
   - Then I'll move on to.../ Then I'll turn to...

2. **Encouraging questions**
   - If you have any questions, please feel free to interrupt, and I'll be happy to answer them as we go along.
   - If you have any questions, I'll do my best to answer them at the end.
   - My talk is very short so please keep your questions for the end.

3. **Introducing each point**
   - Let's start with.../ Let's look at.../ Let's now talk about...
   - Right now/ First/ Now/ Finally I'll...
   - To sum up, I'll...

4. **Checking understanding**
   - Is that clear?
   - Are you with me?
   - OK so far?

5. **Finishing**
   - Thank you for listening./ Thank you for your attention.
   - Do you have any questions?/ Are there any questions?/ Does anyone have anything to ask or to comment on?



Unit 16 AT YOUR SERVICE

I. LEAD-IN

1 **The service industry is rapidly developing. Which of these services do you often/ rarely/ never use?**

- laundry
- hairdresser's
- dry cleaner's
- photographer's studio
- shoe repair
- tailor's
- post office
- car repair
- currency exchange
- internet café
- library

2 **Brainstorm what other services are available in your city.**

1) What services do you expect to receive in these places?
2) What services are especially valuable for students?
3) What services need further developing?

II. READING

3 **Read the text and find the answers to these questions:**

1) What is the girl's father's origin, present position and occupation?
2) How did the fashion for hairstyle change with time?
3) What was the reason of the girl's breaking up with Philip, her first fiancé?
4) Why did George, the girl's second fiancé, decide to break up with the girl?
5) Why is the girl happy in spite of all the misfortunes?

The Hairdresser's Daughter

by Clara Augusta, 1892

I am unfortunate enough to be the daughter of a hairdresser. My father is an artist of the first water, has the handsomest suite of rooms in the city, does

an enormous business, and dresses the heads of all the first ladies in town.

By birth he was a Connecticut Yankee, by the name of Peter Jones, but since he set up in the hairdressing business he has been M. Pierre de la Johannes.

My hair was kept short until I was fourteen; after that it was not cut. At sixteen I was happy to have a very luxuriant crop of dark brown ringlets. It was at just that epoch that the rage for false hair came in. Everybody had hair on the brain. My father worked night and day constructing curls, etc., and still the supply never equaled the demand.

The Bible tells us that we cannot make one's hair white or black, but that assertion was written down before these days of hair renewers, restorers and tonics. I know people who had white heads yesterday, and today are happy with hair as black as the raven's wing. I have seen black-haired women changed to golden-haired blondes, and vice versa, all for a week or less.

As soon as this passion in regard to hair began, my father began to make experiments on my locks. Every new style which came out was reproduced on my head. My hair was braided, and twisted, and puffed, and left to hang loose, and then again drawn so tight that I couldn't shut my mouth, and my forehead shone like the sheepskin on the head of a drum.

I had a boyfriend, but I never could have time to bring him to the point, for he came evenings, and evenings my father always practiced on my hair. My suitor did very nearly propose on one occasion, that is, he got so far as to say he loved me, and wanted me to... And here my father made his appearance, and marched me off to the shop to have my hair dressed "a la Greeque."

Philip was very angry, and persisted in believing it was a plan between my father and myself, and a fortnight afterwards he married Ellen Hastings.

By and by father turned his attention to the manufacture of restoratives and depilatories; "and all of them had been faithfully tested by a member of the discoverer's own family," meaning me.

Oh, dear, how much I had suffered from them. I had gallons of restorers poured on my head, I had smelled of lead, glycerine, olive oil and beeswax, sulphur, nitrate of silver, bergamot, and only my scientific parent knows what. I had my hair burned with curling irons, bleached to red, and from red changed to black, and from black to brown, and so on "ad infinitum". My head had been soaked for twenty-four hours in an alkali, for the same length of time in an acid, and I had sat on top of the house in the hot July sun to "bleach" until I felt like a mud pie baked on the desert of Sahara.

Time passed on, and brought me a second sweetheart. George Guild was his name. He was an extremely sensitive young man, a little superstitious, and inclined to be unstable in most matters. But he was good looking, and had some property, and we were engaged, with the full consent of my parents.

At the time I promised myself to him I had black hair, just the colour he most admired, but two or three days afterward my father took it into his head to bleach my locks to auburn.

George came to see me. What a fearful change passed over him as he looked at me! He grew pale as death, gasped, and acted as if he had about made up his mind to faint. Then, gathering his energies for a final effort, he seized his hat and made for the door.

He did not come again, and I, sick with anxiety, sent for him and appointed a certain evening for the visit. The very day I expected him father called me down to the shop just as I was going to dress to receive George.

He had a new restorer, and just as he was about to put my head in the new mixture he was called away to dress Mrs Morgan's head for a ball. So he left Bob, his assistant, to apply the restorer. It was a most terrible smelling compound the boy plastered me with, and as soon as the operation was over I hurried up to my chamber and dressed. Then I descended to the parlor to await George's coming.

My head felt strangely, and presently the scalp began to itch intolerably. It grew worse and worse, until, at last, in desperation, I seized a brush, and applied it to my head.

Good heaven! The hair fell off in handfuls, and possessed by a horrible sort of fascination, I stood there before the glass and brushed until my head was as bare as a peeled onion!

And then the door opened and George Guild came in. He cast at me one glance of horrified dismay, uttered a cry of alarm and fled from the house. I heard the next day he had taken the train for California. A letter, which he left behind, told me that he loved me, but he was sure that I had dealings with the Evil One, and therefore dared not link his fate with mine.

For a week or two I cried most of the time after losing my hair and lover. But now that time enables me to think calmly of the matter, I do not regret the accident, for I have escaped the eternal manipulation of my father.

I wear a wig, and have no desire that my hair shall grow faster than it chooses to.

4 **Find the words or phrases in the text which mean:**

1) head-covering of false hair
2) make or become light (by chemical action or sunlight)
3) liquid, cream etc. able to remove hair
4) very short hair-cut
5) small curl of hair
6) brush and comb, arrange one's hair
7) make hair into a number of strands woven together
8) instruments heated before use for curling or straightening hair

5 **Explain the phrases from the text using a dictionary:**

a) ...is an artist of the first water;
b) everybody had hair on the brain;
c) and still the supply never equaled the demand;
d) ...I never could have time to bring him to the point;
e) ...my father took it into his head.

III. VOCABULARY

6 **Match a hairstyle with a picture:**

a) bald head;
b) crew cut;
c) undercut;
d) plait/ braid (*AE*);
e) dreadlocks;
f) layered hair;
g) flat top;
h) pigtails;
i) French plait;
j) bob;
k) shaved head;
l) cropped hair;
m) permed hair;
n) hair in a bun.

7 **Fill in the gaps with the words:**

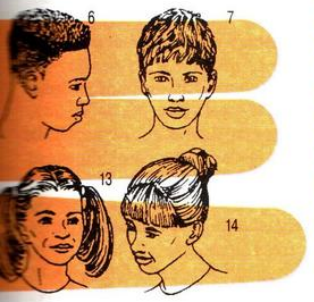
- facial
- pencil
- eyeliner
- powder
- mud pack
- false eyelashes
- tweezers
- lipstick
- creams
- foundation
- blusher
- mascara

The cosmetologist will apply a _____ (1) or some other substance that dries into a mask on the face, in order to draw out the impurities in the skin. There are many different _____ (2) and lotions for skin treatment. Working on a woman's face the beautician begins with the _____ (3). She shapes eyebrows by plucking them with _____ (4), or sometimes by electrolysis, the permanent removal of hair by electricity. She applies _____ (5), a liquid that tints the skin and covers small flaws. She blends in rouge or _____ (6) over the cheekbones, and over that pressed or loose _____ (7). She uses _____ (8) on either or both upper and lower eyelids, smoothes on eye shadow in any of several different shades on the upper eyelid, and then applies _____ (9) to the eyelashes. She may have curled the eyelashes beforehand with an eyelash curler, or she may have attached _____ (10). She uses an eyebrow _____ (11) to accentuate the eyebrows. Finally, she outlines the lips, either with their natural or their desired shape, with a lip liner, and fills them in with a lip brush and _____ (12).

8 **Put the sentences into the right order.**

The manicurist

a) will apply polish to the nails.
b) will have you soak your nails in a solution that softens the cuticles.
c) will apply an undercoat as a nail strengthener.
d) will remove old polish from your nails.
e) will push the cuticle back with a cuticle stick.
f) will shape the nails with a nail file in an oval or blunt shape.



9 **Answer the questions.**

1) How much does it cost to have your hair set, shampooed, cut, blow-dried, dyed, permed?

2) What does the reputation of a beauty parlour depend on?

3) Which of the following are trendy now or are beginning to catch on?

- to lighten or brighten separate strands of hair
- to sweep hair up
- to wear a wig or a hairpiece
- to highlight hair
- to use hairgrips, hair ribbons, an elastic band
- to plait your hair
- to have a permanent wave

4) What do you most often ask your hairdresser to do?

- to trim off the split ends
- to even the sides
- to shorten your fringe
- to backcomb your hair
- to apply mousse, hair spray to keep the style in place
- to style your hair

5) Who is/ are more likely to use these things and what for?

a beautician
a barber
a pedicurist
a hairdresser
a manicurist

- a hairbrush
- a comb
- a shaving brush
- tweezers
- after-shave lotion
- a curling iron
- an electric razor
- a cuticle stick
- scissors
- an electric hair dryer
- a safety razor
- a mudpack
- a nail file
- mascara
- shaving cream
- a bottle of polish

IV. LISTENING

10 **Match the words (1–9) with their definitions (a–i)**

1) cutting
2) sewing
3) beadwork
4) embroidery
5) handcrafting
6) dyeing
7) software
8) trimmings
9) accessories

a) making smth skillfully by hand, not by machine
b) decorating a piece of clothing with small, usually round, pieces of glass, wood, plastic
c) giving something (usually cloth or hair) a different colour
d) making a piece of clothing of a particular shape from a piece of material
e) the sets of programs that tell a computer how to do a particular job
f) pieces of material used to decorate clothes
g) something such as a bag, belt or jewellery that you wear or carry because it is attractive
h) the activity or skill of making or repairing clothes or decorating cloth with a needle and thread
i) a pattern sewn onto cloth, or cloth with patterns sewn onto it

11 **Listen to the text and decide whether the following statements are true or false.**

a) The clothes produced by the Balyuk Atelier are unique because each garment is exclusive and extremely expensive. ☐
b) All employees at the atelier are professional painters. ☐
c) The employees of the atelier studied the art of cutting and embroidery in India. ☐
d) The master painters use a new technology known only in India. ☐
e) This new technology makes it possible to make a copy of any famous paintings on fabric. ☐
f) Unfortunately the atelier cannot afford any modern facilities and software. ☐
g) Besides clothes the atelier produces accessories and trimmings. ☐
h) The Balyuk Atelier makes clothes for priests and bishops of the Orthodox Church. ☐
i) Diplomats accredited in Ukraine often file orders for the atelier. ☐
j) The atelier is willing to work on "haute couture" projects but they cannot afford to do so without additional investment. ☐

V. VOCABULARY AND SPEAKING

AT THE PHOTOGRAPHER'S STUDIO

- a colour, black-and-white photo, a snapshot
- a passport photo
- to load a camera
- a fast, slow film
- a lens, zoom lens
- to wind a film
- to develop a film
- to print photos
- a negative
- a digital photograph
- 2 inches by 2 inches (50mm x 50mm)
- to choose the background
- half face
- an image size
- to have one's picture taken front
- a flash

USEFUL LANGUAGE

- I want to have my photo taken.
- Will you kindly look this way?
- Head a little higher, please.
- Don't move.
- I'm afraid I've blinked.
- What size would you like?
- How many pictures (exposures) do you want?
- When shall I come in for the pictures?
- You can call for them in a week's time.
- I'll make another exposure in case the first does not turn out well.
- Say "Cheese"!

12 **A) Find the word or word combination in the box on the left, which means the same:**

- to use special chemicals on photographic film to make the pictures;
- a piece of curved glass that can make the object being photographed look bigger or smaller;
- the film from which a photograph is printed, that shows dark areas as light, and light areas as dark;
- to twist or coil a film round and round onto a reel;
- to put a film into a camera;
- to produce pictures on paper;
- very sensitive to light;
- part of a view, scene that forms a setting for the chief objects, people, etc.;
- device that produces a brief bright light for taking photos in poor light.

B) Role-play the situations using the vocabulary and useful language phrases:

— you want to have your photo taken for your passport/ your album;
— you want to have your photos printed;
— you want to have your camera loaded;
— you want to buy a film.

AT THE POST-OFFICE

- regular mail
- air mail
- registered/ insured mail
- a (postal) wrapper
- a registered postal packet
- to send a letter, a postcard, a parcel by post
- a postcode/ postal code/ Zip code (*AE*)
- a post-office box (PO box)
- a (post-office, money) order
- an addressee's name
- a sender's name
- to write (down) legibly
- to stick stamps
- an envelope
- a message form
- in block capitals
- an (ordinary, urgent or express) telegram
- poste restante
- a payee

13 **Fill in the gaps using the words from the box.**

•envelopes •receipt •sender •postal •legibly •postage stamps •addressee •money orders •box-holder •postcards •delivered •postal codes •registered •communication

Before the invention of the telegraph, telephone and the Internet, the (1)_____ system was the only reliable means of long-distance (2)_____. Nowadays almost everyone has used its services. By means of letters, people can share news and make plans with friends and relatives far away. Stores and other businesses send bills and receive payments through the mail. Most magazines are (3)_____ by mail.

At the post-office you can buy (4)_____, envelopes, postcards and send telegrams. You can send your congratulations on different occasions in (5)_____, or telegrams if you want your (6)_____ to get your message faster than normal. But you must pay an extra fee for these services, which include special delivery and special handling.

If you send particularly valuable items, you can use (7)_____ mail. You are given a (8)_____ insuring special protection for the contents of your mail. Certified mail provides not only proof of mailing but also a return receipt stating that the mail has been delivered, if the (9)_____ requests one.

Post offices sell money orders, which resemble checks and provide a safe way to send money through the mail. The Postal Service refunds the value of (10)_____ that are lost or stolen in the mail. In addition, the Postal Service rents post-office boxes, which are located in post offices. All mail addressed to a box number goes into the box. The mail stays in the box until the (11)_____ collects it.

Sending your mail of any kind, don't forget to write (12)_____ the addresses and the (13)_____ of your addressee and your own, to stick stamps on the (14)_____ and postcards.

14 **Role-play the situations using the vocabulary above and the useful language in the box below.**

Student A is a postal clerk.
Student B is a customer.
Situations:

1) You want to send a letter, with photos enclosed, to your relative from the USA.
2) You want to send some A4 size documents to your business partner and you don't want them folded.
3) You want to send a book as a present to your friend in the UK.
4) You want to send a telegram to inform about your arrival.
5) You want to send some money to your parents.

USEFUL LANGUAGE

- I don't get it (you).
- I can't make it out what you are saying (what you've written here).
- I beg your pardon? Pardon?
- I'm sorry; I didn't quite catch what you said.
- What did you say?
- Please, could you speak a little more slowly? I can't follow you.
- Can you understand me now? Is it all right now?
- Yes, that's quite clear now.
- How do you spell it (your name)?

VI. LISTENING

15 **Match the words with their definitions.**

1)	shrink	a)	substances that dissolve other substances
2)	fade	b)	the way a surface or material looks or feels to the touch
3)	liquid solvents	c)	a substance you use to change the colour of your clothes, hair etc.
4)	crack	d)	to become smaller through the effects of heat or water
5)	stain	e)	to make the water or liquid in something flow away
6)	rotate	f)	to use a machine with hot air to dry clothes after they have been washed
7)	water-soluble	g)	to turn with a circular movement around a central point
8)	drain	h)	a mark that is difficult to remove, especially one made by a liquid such as blood, coffee or ink
9)	tumble dry	i)	to make something break so that it gets lines on its surface
10)	dye	j)	to lose colour and brightness
11)	texture	k)	something can be dissolved in water

16 **Listen to the text about dry cleaning process and put the sentences in the correct order.**

a) The spotter treats the spots with chemicals.
b) The spotter examines whatever spots remain.
c) Workers put the clothes into a dry-cleaning machine and add a dry-cleaning detergent.
d) The worker removes wrinkles and restores the shape and texture of the garments.
e) Workers tumble dry the clothes.
f) The solvent drains from the machine.
g) Workers brush or spray stains and spots with special chemicals.
h) Workers sort the clothes according to colour and type of fabric.
i) The solvent circulates through the garments as the drum rotates.

17 **A) Study the instruction given below**

B) Now read the instructions on the garments.

1.
2.
3.
4.

C) Express these instructions in signs.

1) Machine wash cold, do not bleach, cool iron, do not dry clean, tumble dry.
2) Machine wash warm, do not bleach, medium iron, dry clean, tumble dry with low temperature on gentle cycle.
3) Wash in hot water, any bleach, high iron, tumble dry with any heat, do not dry clean.
4) Hand wash, do not bleach, warm iron, dry clean, do not tumble dry, dry flat.

VII. READING AND SPEAKING

18 **Read the advertisement for different cleaning services.**

No time? No problem!

Dry Cleaning and Laundry Service for Today's Hectic Lifestyles

Forget about the good old days when Monday was Laundry Day, ironing was an art form, and Grandma starched the sheets. Today, we're lucky to find time to fit meals in, let alone dedicating hours to caring for our clothes.
Thankfully, innovations in fabric care products are keeping pace with our hectic lives. Today's services that use them are fast, effective, convenient and can help solve a multitude of problems.
The first step is to learn all about these timesaving techniques. Then, the only other thing you need to do is find the time to use them!

General Dry Cleaning

By using skilled craftsmen and women at every stage we achieve the very best possible results with each and every article. Each item passes through at least six stages before final inspection. We specialize in cleaning high value garments and gowns that many other cleaners are unable to handle. We can also clean and reproof raincoats plus all sorts of ski-wear.

Laundry service

A comprehensive service for all fine table linen, formal starched evening wear, commercial, personal and household laundry. All articles are folded and packed by hand. Careful grading ensures that delicate items and those with lace and edge trims are hand finished.

Shirts

Our shirt service is quite simply the finest available anywhere. Pre-wash inspection, grading and treatment is followed by hand-finishing. Each shirt is inspected and packed by hand to ensure a pristine finish, or you can have your shirts returned on hangers if you prefer. We can also repair cotton items from replacing studs to corduroy collars.

Soft toys

Soft toys can usually be renovated with our hand cleaning methods, whether antique teddy or giant panda. We offer surprising results, which will reawaken affections for old toys.

Carpets and upholstery

We clean and restore curtains, carpets, rugs, upholstery and cushion covers according to the individual requirements of the fabric. We will also come to your home or office, where we will give a free estimate to clean upholstery and carpets in situ or take down, clean and rehang your curtains.

Repairs and alterations

Many kinds of expert repairs are available. We provide the finest fabric "reweaving" service, as well as tailoring alterations to most garments. You give us a burnt hole; if possible, we will make it disappear.

Garment preservation

If you wish to store a wedding dress or a favourite heirloom, we will clean and pack the item so that it will not age for at least 25 years.

Free van collection and delivery

Personal collection and delivery at no extra charge. Our clothes care specialists will call at your home or office, to advise and take care of all your requirements. We cover a very wide area around our home base in Darlington, entirely free of charge.

Simply complete our request form and we will collect your items anywhere within a 30 miles radius of Darlington.

19 **Find the words similar in meaning to:**

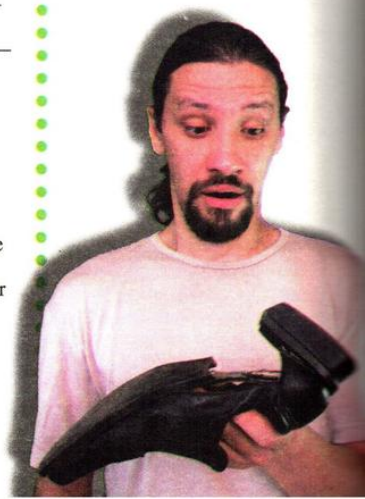
1) to make cloth stiff using a substance that is found in potatoes;
2) to change as fast as smth else;
3) very busy, full of activity;
4) pieces of clothing;
5) manage to do work (deal with a situation);
6) to protect a material against water or oil with a special substance;
7) tablecloths;
8) ornaments;
9) a fine cloth made with patterns of many very small holes;
10) extremely fresh and clean;
11) a curved piece of wood, metal or plastic with a hook on top, used for hanging clothes on;
12) a round piece of metal that is stuck into a surface for decoration;
13) a thick cotton cloth with parallel raised lines on it;
14) to remain in its place;
15) a small change;
16) restore fabric or clothing by crossing threads under and over each other by hand;
17) a valuable object that has been owned by a family for many years;
18) without additional money.

20 **Fill in the gaps with appropriate words and expressions from the text.**

1) John had lost my_____, so he put through a large safety pin.
2) In a house as big as that, the _____ must be a terrific price.
3) He wore a charcoal-grey business suit, with a _____ _____ white shirt and silk tie.
4) Her velour dress was richly trimmed with scarlet _____ _____.
5) The man was carrying a fur-collared suede coat on a _____, draped with a dry cleaners' plastic bag.
6) The last few days had been _____ and exhausting.
7) The spacious dining room is often sunny and is filled with antiques and _____.
8) Opposition leaders will be watching carefully to see how the Prime Minister _____ the crisis.
9) There are no _____ for messages or file transfers.
10) Salaries do not always _____ with inflation.

21 **Answer the questions.**

1) In what cases should you go to a dry cleaner's?
2) What information can you read on most garments' care labels?
3) Which items may suffer while dry-cleaned?
4) Why are all the garments inspected and graded before being washed?
5) What services can be offered for customers' upholstery and carpets?
6) What repairing services do modern laundries provide?
7) What services do free van collection and delivery facilities offer?
8) Have you ever obtained any laundry and dry cleaning services? Which of them?
9) Which laundry and dry-cleaning services are available in your (our) place?



22 **A) Have you ever had similar problems? What should you do:**

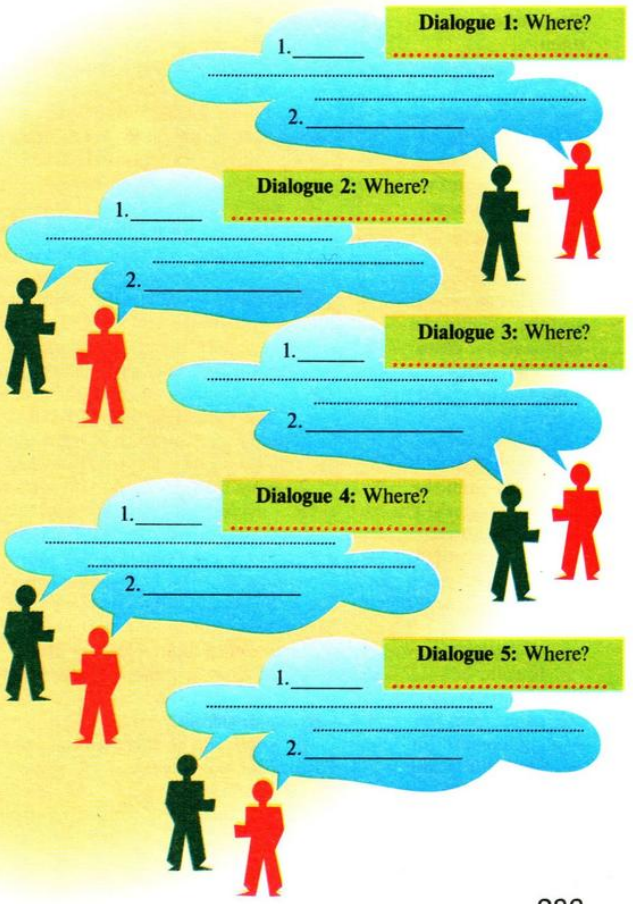
1) so that your jumper doesn't shrink?
2) if the zip doesn't work?
3) if the sole's come unstuck?
4) so that the colours don't run?
5) so that your pullover doesn't stretch?
6) if the heel has come off?
7) if the stitching has come undone?
8) if your dress has come apart at the seams?
9) if all the stains have remained?
10) if the colour of your sheepskin coat has faded?

B) Which of the problems can you sort out by yourself? What specialists can help you?

VIII. LISTENING

23 **These are the first and the last lines of the conversations you are going to hear. Match them to the proper dialogue, and say where each conversation is taking place.**

a) I would like to order a wedding gown.
b) No, I haven't decided on the colour yet.
c) Now, you decide on the size... Here are the samples.
d) I would like to have my things washed, please.
e) What's your rate of American dollar to sterling?
f) Really? I would never have thought... Anyway, when can I get the rest back?
g) Yes, please. And when shall I come for a fitting?
h) Hello, Lily. Can I have my hair cut?
i) Three fifties, please, and the rest — in any notes.
j) Can I have my film developed here?



IX. READING AND WRITING

24 **Barbara Johnson and her family spent a fortnight in a hotel in Brighton and didn't like it. So she wrote the following letter of complaint. Read it and say what services Barbara complains about and why she was dissatisfied with them.**

Dear Sirs,

I'm writing this to tell you that I am not quite satisfied with the services you provided while my family and I were staying in your hotel. I am sorry to say you completely let us down.

We chose your hotel after reading a promising advertisement in Good Housekeeping magazine, which stated, that the price was all-inclusive and there was nothing to pay extra. It is not true.

First of all, your price includes only half-board accommodation and access to the beach, which, I must say, is not the cleanest one in town. What is more, the swimming pool mentioned in the advertisement, does not actually exist — what you call a swimming pool is in reality a bubble-bath, which allows up to four people at a time.

Every morning we were delivered several newspapers, which I also thought was included in the price. Later we were charged so much for them that for the money I could have bought all the newspapers available at the newsagent's in front of the hotel. It was explained to us as a charge for the delivery service, which I hadn't asked for.

I also want to complain about the laundry service, which was inadequate. The maid carried away sheets and towels regularly, leaving the rest in the laundry basket. When I tried to get the matter settled with the receptionist, he explained that the hotel was not responsible for guests' dirty clothes and suggested I should use the launderette round the corner. When I finally insisted on having at least our T-shirts washed, because they were constantly soiled on the beach, which, as I have already mentioned, is rather filthy, two of my husband's T-shirts were hopelessly damaged.

When I tried to use the services of your beauty salon, it turned out, that the two hairdressers there service local people, not only the guests of the hotel. Due to this fact there is usually a long queue, and I am not really inclined to spend about three hours of my holiday-time in a stuffy room waiting for my turn just to have my hair styled for the evening.

To crown it all, thanks to your 'perfect services' I lost about £ 15 on letters and postcards I tried to send from your hotel. The notice on the receptionist's desk claims that you provide post office services. I left piles of postcards and a couple of very important letters in the special box at the reception, but when I came back home in Manchester I found out that none of my addressees had received anything. I wonder whether your receptionist just collects post and throws it away.

In view of all the problems we had, I feel your hotel, the motto of which is 'We aim to please', owes us an apology and a refund.

I believe £675, which was half the cost of the holiday, would be an acceptable amount.

We would also be interested to know what you intend to do about all the problems I have mentioned.

Yours faithfully,

Barbara Johnson.

25 **You are the manager of the hotel. Write a letter of apology and explanation to Barbara Johnson.**

26 **Study the layout of the letter in ex. 24 and the highlighted expressions. Write your own letter complaining about the following:**

a) You got your jacket from the dry cleaner's. On coming home you discovered several spots on the lining and that it shrank and one of the buttons was broken.

b) You took your shoes from the shoe repair after almost a month's waiting. You wore them for two days only and one heel came off.

X. SPEAKING

27 **Discuss the following questions.**

1) What important skills have you learnt in order to be successful in doing things instead of applying to different services to have them done? Describe an occasion when one of these skills helped you a lot.
2) What are the important qualities of a good wife and husband in terms of housework? Which of them help to save money for a family budget?
3) Some people prefer to do the washing at home. Others prefer to use the services of the laundry. Which would you prefer? Use specific reasons and details to support your choice.
4) What changes would you make in services of your hometown to make them more appealing to people of your age?
5) Some people are always in a hurry to go places and get things done. Other people prefer to take their time and live at a slower pace. Which do you prefer?

XI. REVISION TRANSLATION

28 **Translate into English.**

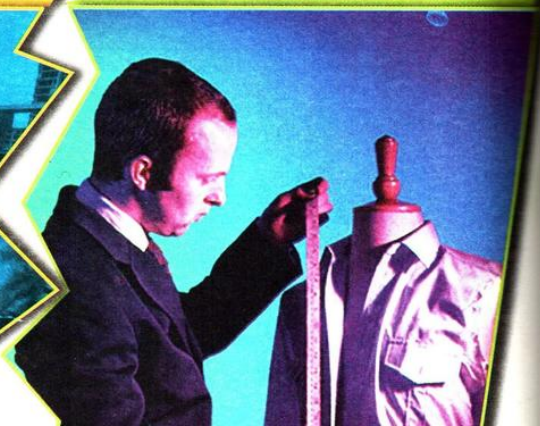
1) Відвідування салону краси — завжди справжнє свято для будь-якої жінки. Сучасні фахівці пропонують величезний перелік послуг, що допоможуть будь-якій жінці стати ще красивішою. Косметологи пропонують чищення і масаж обличчя, живильні і зволожуючі маски, професійний макіяж, досвідчені перукарі порадять вам сучасну зачіску, ви можете зробити також манікюр і педикюр.
2) Моя подруга і я вирішили змінити стиль своїх зачісок і пішли до знаменитого перукаря. Він зробив мені модну стрижку, кілька пасом він знебарвив, інше волосся пофарбував у рудий колір і уклав зачіску феном, використовуючи неймовірну кількість різних мусів, гелів і спреїв для укладання. У моєї подруги довге пряме волосся, яке вона заплітала в коси, і тому він просто підрівняв його, зрізавши кінці, що січуться, і зробив коротше чубчик. Він не став змінювати колір її волосся, просто зробив його більш насиченим за допомогою відтіночного шампуню (colouring shampoo). Ми були дуже задоволені.
3) — Сідайте, будь ласка. Чого ви бажаєте?
— Я б хотів поголитися.
— Добре. Зараз я нанесу крем для гоління.
— Я також хочу підрівняти вуса.
(через якийсь час)
— Так вас улаштовує?
— Так, спасибі. Усе чудово.
— Що застосувати після гоління: лосьйон чи бальзам?
— Лосьйон, будь ласка. Скільки я вам винен?
4) Напередодні Різдва я вирішив відправити моїм друзям і родичам листівки і невеликі подарунки. Я прийшов на пошту і відправив друзям листівки авіапоштою, тому що вони живуть за кордоном. Я також відправив невелику бандероль тітці і дядьку. Бабусі з дідусем я вислав грошовий переказ, щоб вони собі купили що-небудь до свята. Потім я взяв телеграфний бланк і відправив термінову телеграму батькам, щоб повідомити їх про свій приїзд на Різдво.

5) — Здрастуйте. Чим я можу бути корисний?
— Здрастуйте. Я хотів би сфотографуватися.
— Якого розміру фотографії ви б хотіли?
— 10 на 15 сантиметрів, для сімейного фотоальбому.
— Скільки знімків ви б хотіли?
— Думаю, три буде досить.
— Який фон ви вибираєте: світлий чи темний?
— Світлий буде краще.
— Добре. Сідайте сюди, будь ласка. Голову трошки вище. Дивіться сюди, будь ласка. Не ворушіться. Посміхайтеся.
— Боюся, я моргнув.
— Нічого, ми зробимо ще один кадр. Готово. Я думаю, фотографії вийдуть добре.
— Спасибі. Коли мені можна прийти за фотографіями?
— Ви можете прийти за ними через два дні.

6) Я завжди купую готовий одяг, а перед своїм днем народження я вирішила зшити сукню в кравчині. Я хотіла що-небудь незвичайне й ексклюзивне. Я купила світлий шовк і відправилася в найближче ательє. Ми вибрали фасон, як обробку кравчиня запропонувала прикрасу бісером (бусинками). Сукня вийшла чудова — адже ручна робота завжди в моді. Тепер потрібно тільки підібрати відповідні аксесуари.

7) Якщо вам треба випрати одяг чи видалити плями, вивчіть умовні позначки на ярликах ваших речей. Переконайтеся в тому, що всі позначки вам зрозумілі. Дотримуйтесь вказівок на ярликах. Якщо речі не можна прати, віднесіть їх до хімчистки. Фахівці радять не прати, а піддавати хімчистці речі, зроблені із шовку, вовни й інших тонких тканин, шкіряні і хутряні вироби, для того, щоб вони не зіпсувалися: не «сіли», не розтяглися, не полиняли.

8) Оскільки моє життя стає усе більш і більш насиченим, а моя пральна машина зламалася, я вирішила скористатися послугами пральні. Коли я принесла свої речі, їх розсортували, запитали, чи хочу я, щоб мою постільну білизну підкрохмалили, а шовкову блузку віддали назад, бо її краще було віддати в хімчистку. Випрані і відпрасовані речі повернули через два дні. Усе було просто відмінно — швидко, зручно, за прийнятною ціною. Наступного разу я скористаюся їхньою службою збору і доставки білизни.



Unit 17

GOOD CLOTHES OPEN ALL DOORS

I. LEAD IN

1 **Answer the following questions:**

1) Are you a keen observer? Look at the groupmate next to you carefully for several seconds. Turn around and say what he/ she is wearing. Your groupmates will ask you questions for more details.
2) What do you like to wear at home?/ at university?/ when going to the theatre?/ to your friend's birthday party?/ to your exam?
3) Comment on the proverb: "There is no bad weather, there are bad clothes".

II. VOCABULARY — ITEMS OF CLOTHING

1) an anorak
2) a bow-tie
3) boxer shorts
4) a brassiere (bra)
5) a bikini
6) briefs
7) a cardigan
8) a (bath)robe = dressing gown
9) a fur coat
10) a jacket
11) a pullover
12) knickers
13) a nightdress = nightgown
14) overalls
15) a pinafore dress
16) a jumper
17) pyjamas = pajamas (*AE*)
18) a scarf
19) shorts
20) slacks
21) swimming trunks
22) a swimsuit
23) braces = suspenders (*AE*)
24) a T-shirt
25) tights
26) a top
27) a tracksuit
28) trunks
29) a waistcoat = vest (*AE*)

2 **Name each item of clothing in the picture.**

3 **Study the vocabulary on p. 287 and name:**

- at least five things usually worn by women;
- at least five things usually worn by men;
- at least five things usually worn by both;
- things you wear mainly: above the waist/ mainly below the waist/. both above and below;
- at least three items of underwear;
- at least three items of outer clothing.

4 **A) Describe a lady's average wardrobe.**
B) Describe a man's average wardrobe.

5 **Discuss the following questions.**

1) What trousers are more to your taste: baggy, tight, flared, drainpipe, wide-legged, straight-legged?
2) What jeans are trendy now: stretch, bleached, faded, patched, ripped, scruffy?
3) What skirts do young girls wear nowadays: ankle-length, knee-length, tight, circular, straight, pleated, bell-shaped?
4) What dresses appeal to you most: skimpy, clinging, loose-fitting, backless?
5) What shirts do you feel most comfortable in: baggy, long-sleeved or short-sleeved, collarless, open-necked?
6) Which pockets do you think are more convenient: zipped, patch, inset?
7) Can you make a detailed description of your winter jacket? Is it zip-up or with buttons?/ padded?/ waterproof?/ with a detachable hood?/ with a stand-up or turn-down collar?
8) Do you prefer to wear sweaters with a V or a polo neck/ turtle neck?

FOOTWEAR

6 **Match the words denoting footwear with the pictures.**

a) high-heeled shoes
b) stiletto shoes
c) slippers
d) boots
e) mules
f) sandals
g) clogs
h) Wellington boots/ wellies/ rubber boots
i) trainers/ sneakers (*AE*)
j) moccasins
k) flip-flops
l) loafers

7 **What shoes do you usually wear if:**

- the weather is wet?
- you are invited to a formal dinner?
- it is very hot?
- it is frosty and windy?
- you are going on a picnic with your friends?
- you are going on a date?

HEADGEAR

8 **Match the words denoting headgear with the pictures.**

a) felt hat
b) straw hat
c) cap
d) beret
e) hood
f) shawl
g) top hat
h) bowler/ derby
i) knitted hat
j) bobble

9 **What materials can the following pieces of clothes be made of? Match the names of the materials with the names of the pieces of clothes. Make up sentences using the model:**

e.g. A sweater is usually made of wool.

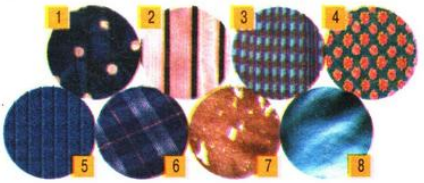
Pieces of clothes:	Materials:
•a sweater •a jacket •a pair of tights •a blouse •a pair of pants •trousers •a skirt suit •an evening dress •a T-shirt •a nightdress •an overcoat •a hat •pyjamas •a dinner jacket	•cotton •linen •suede •leather •leatherette •silk •corduroy •velvet •lace •nylon •cashmere •wool •tweed •fleece •(real/artificial) fur •denim

10 **Which of the materials in the exercize 9.**

- wear well?
- don't need ironing?
- dry quickly?
- crease a lot?
- won't shrink?
- are usually dry-cleaned but not washed?

11 **Match the adjectives for describing the patterns on materials with the pictures:**

a) striped
b) pin-striped
c) flowery
d) polka-dotted
e) spotted
f) checked
g) tartan
h) plain



12 **Use the adjectives from exercise 11 and materials from exercise 9 to describe the clothes you are wearing at the moment.**

e.g. I'm wearing a plain silk blouse and a pin-striped denim skirt.

13 **Imagine you go window-shopping; describe the clothes you see in the windows; mention the colour, design, material, price, and quality. Use the following words:**

•smart •trendy •flattering •neat •stylish •cool •hot •chic •sparkly •striking •sophisticated •awful •loud •luxurious •fashionable •casual •reasonably expensive •a real bargain •cheap enough, etc.

1) a fur coat
2) high-heeled shoes
3) a skirt
4) a shirt
5) a suit
6) a raincoat
7) a scarf
8) an umbrella
9) a pullover
10) a pair of tights/ socks

E.g. Look at these jeans! They are lovely! Just the height of fashion! What an unusual design! Four pockets, zips and a belt! What fashionable material! Aren't they cool! And the price is quite reasonable!

14 **Match the verbs on the left with their definitions on the right.**

1) match
2) fit
3) suit
4) go with
5) set off
6) clash

a) to be the right size and shape for someone or something
b) look good when worn with some other piece of clothing
c) look good together because of being similar in colour, pattern or style; to be the same or look the same as something else
d) look very bad when worn or seen together because of being completely different in style, colour etc.
e) make the person look good when they wear it because it is the right colour and style for them
f) make another piece of clothing look more attractive and noticeable, for example by being different in colour or style

15 **Fill in the gaps in the sentences using the verbs in the table above. Sometimes more than one version is possible.**

1) That dress would really _____ Annie. Pale blue is her colour.
2) I wonder if my wedding dress still _____ me?
3) For every outfit, Stephanie seemed to have a handbag and shoes to _____.
4) I can't wear red — it _____ with my auburn hair.
5) I'm not sure that those earrings will _____ your dress.
6) It's a lovely little black dress, and a brightly coloured silk scarf will _____ it _____ perfectly.
7) It's funny but the yellow jacket and the black skirt actually _____ quite well.
8) I felt slightly out of place, and was conscious that my jacket and trousers didn't quite _____.
9) In the lounge everything _____: the curtains, the sofa, the carpet and the cushions were all of the same pattern.
10) That orange scarf _____ terribly with her green coat.
11) Steve was wearing a red silk shirt that didn't _____ him at all.
12) Pink and purple don't usually _____ very well.
13) Choose bright colours, but make sure they don't _____.
14) His socks don't _____ his trousers.

16 **Find pairs of synonyms:**

- skimpy
- expensive
- baggy
- loose
- to be trendy
- snazzy
- to keep pace with
- too close-fitting
- up-to-the-minute
- the height of fashion
- worn out
- to follow
- shabby
- costly
- to be in
- stylish

17 Find pairs of antonyms:

- the same colour
- to be dressed in good taste
- to buy clothes off the peg
- to put on everyday clothes
- pure silk
- suits made to measure
- up-to-the-minute
- a genuine fur coat
- a long-sleeved shirt
- a different colour
- a short-sleeved shirt
- artificial silk
- to be slovenly in appearance
- ready-made suits
- to be particular about appearance
- to take off
- to dress up
- to buy designer clothes
- a clinging dress
- to be dressed in bad taste
- outdated
- light shade
- a fake fur coat
- to put on
- dark shade
- a loose-fitting dress

18 Match the words and their definitions.

a) garment
b) clothing
c) outfit
d) costume
e) uniform
f) clothes

1) a set of clothes that look attractive together, which people wear for a special occasion (generally used to describe clothes worn by women or children)
2) a set of clothes people wear for acting in a play or performance; the traditional clothes of a country
3) a set of clothes that are worn by the people who belong to a particular organization
4) clothes in general (not used to talk about your own or a particular person's clothes, except in very official situations)
5) the things that people wear to cover their body or keep warm
6) a piece, an item of clothing

19 Fill in the gaps using the words given above (in exercise 18).

1) I know she has a different umbrella for every _____ she owns.
2) There was nothing in the chest except for a few items of _____.
3) I didn't like the play much but the _____ were amazing.
4) He was wearing a strange shapeless _____ that had once been a jacket.
5) Do you have to wear a _____ if you work at McDonald's?
6) I spilled coffee all over my _____.
7) Only two _____ may be taken into the changing room.
8) Charities have been delivering food and _____ to the disaster area.
9) She bought a new _____ for her daughter's wedding.
10) All the dancers and singers were dressed in Ukrainian national _____.
11) Some of the policemen walking amongst the crowds were not wearing _____.
12) It's hard to find _____ that fit me.

20 **Translate the sentences into Ukrainian:**

1) With them was a thin grey-haired woman in a fur-trimmed black suit. *(Ron Goulart)*
2) The sisters would almost always be dressed in white from crown to toe. *(James Baldwin)*
3) He was wearing a grey pin-striped double breasted suit that looked as if it had belonged to his father. *(Evan Hunter)*
4) He was very tidily dressed in a pale grey suit with a double-breasted waist. *(Evelyn Waugh)*
5) Sidney was wearing a jacket with two slits at the back and shiny new leather at the cuffs and elbows. *(Monica Dickens)*
6) He had a funny little jacket and ridiculous short trousers striped vertically blue and white. *(J. G. Cozzens)*
7) He wore stained and shapeless grey flannel trousers, a broad leather belt round his narrow waist, and an open-necked blue shirt that echoed his bright eyes. *(Monica Dickens)*
8) She would have been more comfortable in her high-heeled patent leather shoes than in the furtopped boots that Lilian had bought for her. *(Angus Wilson)*
9) Betty was wearing black velvet slacks, a colourful tight sweater, and flat-heeled white shoes. *(Erskine Caldwell)*
10) He was wearing a pair of leather shoes with a suede trimming.
11) Harry unlaced his shoe and pulled the broken string to even lengths so he could tie it in a bow again. *(Carson McCullers)*
12) The girl was wearing a striped open blouse and a wide pleated skirt with a big leather belt and a bright brass buckle. She wore low shoes and black knee socks. *(James Baldwin)*
13) He was always dressed in conservative dark suits, starched white shirts, black shoes, and a maroon bow tie. He had dozens of bow ties in various width and lengths, but every one of them was of some shade. *(Erskine Caldwell)*
14) On his skinny legs he wore black stockings, and his shoes were of a special kind, being queerly shaped, laced up over the ankles, and newly cleaned and polished with wax. *(Carson McCullers)*

III. READING

21 **Nicola Waddington is a young lady from Canterbury, England. Here she is talking to her Ukrainian friend Marina about the latest fashion in Britain.**

A) **Read their conversation and answer the questions on p. 293:**

B) **Discuss in pairs the latest trends in fashion specifying and giving reasons for your choice.**

M: I just wonder, what young girls in Britain wear. Is it the same it was a couple of years ago when I was staying with you in Canterbury?
N: Not exactly. For example, trousers now are fitted on the hips rather than the waist and worn with a shorter top so there is about an inch of bare flesh around the middle which exposes the belly button. The trousers are also often flared at the bottom.
M: How do you like these hip-fitting trousers?
N: Personally I think the fashion is hideous. Only the slimmest can get away with baring their stomach and it must be very cold in winter! Moreover, it is very hard to sit down in such trousers and there is so little material in the seat that when you sit down the material cuts you from front to back.
M: You are definitely not a fan of the latest fashion. I guess you have never tried to wear such trousers yourself?
N: Why, yes, I have. How should I know that they are so uncomfortable if I hadn't. I bought a pair once and wore them to work. I had to take them back after a few hours because they were agony! Somehow other people manage to cope with it. Some people have also had a tattoo on the part of their body that is bare particularly in the small of their back.

M: Must be pretty sometimes, but my Mom would never let me even think of it! Still, I would like to have such trousers. What is the most popular material?
N: The trousers come in any material but jeans are the most common.
M: But as far as I know you favour skirts. What are the trends for skirts now?
N: Skirts also are fitted to the hips but they are not so uncomfortable. They are knee-length and either A-line or flared. They are often worn with knee-high boots. I really think it looks nice.
M: What tops are worn with such skirts?
N: Tops tend to be fairly tight and many are cut high to show off the belly button. Many teenagers wear tops having thinly veiled sexually explicit logos such as "Bad Girl", "I'm yours", and even worse than that. Can you imagine?
M: I would never put on a thing like that. I think it's stupid. And what are boys wearing?
N: Boys' trousers are again cut to the hips and are fairly baggy. In some the crotch hangs down to the knee. T-shirts are also baggy and ripped jeans are common.
M: That's exactly the way my former boy-friend used to dress! It was one of the reasons I dumped him — I hated the look.

Questions:

1) What is the fashion for trousers in Britain nowadays according to Nicola?
2) What does Nicola not like about such trousers?
3) How does she know such trousers are uncomfortable?
4) What skirts are trendy? What does Nicola suggest they should be worn with?
5) What does Marina reject about tops?
6) How did Marina's former boy-friend use to dress? Did she like the style?

IV. SPEAKING

22 **Discuss the questions:**

1) Which changes less frequently: men's fashions or women's fashions? Why?
2) Does fashion travel fast?
3) Do you agree that fashion repeats itself every ten years?
4) Are there colours that are always in fashion?
5) What clothes have come into fashion recently and what are falling out of fashion?
6) Who usually sets a fashion?
7) What do you usually put on for everyday wear? for special occasions?
8) What accessories do you usually wear?
9) Do you try to keep up with the latest fashion?
10) Do you prefer to dress fashionably or comfortably?
11) What do you think of people who are slaves of fashion?
12) What is the height of fashion this season/ year?
13) What fasteners are fashionable now:

- buckles
- laces
- zips
- buttons
- Velcro
- studs
- any others?

23 **Explain the differences between:**

1) socks and stockings
2) stockings and tights
3) a suit and a costume
4) swimming trunks and a swimming suit
5) blouses and shirts
6) jumpers/ sweaters and cardigans
7) gloves and mittens
8) a bathrobe and pajamas
9) a scarf and a shawl
10) stilettos and loafers
11) a T-shirt and a sweatshirt
12) an anorak and a jacket
13) clogs and flip-flops
14) overalls and trousers

24 **We sometimes start our conversation with complimenting people on their clothes. Make up dialogues using the expressions from Useful Language box.**

26 **There are many idioms and proverbs to do with clothes. Explain what the following mean and give their Ukrainian equivalents. Choose one of them to speak about your own experience.**

a) Lose one's shirt;
b) Be in one's shoes/ boots;
c) Every shoe fits not every foot;
d) Over shoes, over boots;
e) Live on a shoestring;
f) Dressed up to the nines;
g) Cut the coat according to the cloth.

25 **"Dress" the following people for different occasions:**

1) Mary, 30, is taking her child, aged 3.5, for a walk in the park on a wet chilly day.
2) Christine, 16, is going to her boy-friend's birthday party.
3) Mr and Mrs Brooks, both pensioners, are going to church on a sunny summer Sunday.
4) Tom, about 20, is packing his clothes for a skiing weekend.
5) Mrs Ponytail, 36, is getting ready for an important business meeting with her prospective clients.
6) Paola, 18, is going to the beach, which is situated in the village 15 miles from her town. She is going by train.
7) Max, 29, has invited his girlfriend Linda to have dinner in a posh restaurant. Max is very concerned about the occasion as he is going to propose after dinner.
8) Linda, 26, is dressing up for a dinner with her boyfriend Max. She really can't understand why Max hasn't proposed to her after more than 4-years' dating, so she has decided to finally stun him with her looks.
9) Miss Starr, 45, one of the most famous Hollywood actresses, is opening the Academy Award ceremony this evening.
10) Katya and Bohdan, both freshmen, are in the Internet café at the moment. After that they are going to McDonalds and then to the cinema.

USEFUL LANGUAGE

Complimenting people on clothes	Responding to compliments
• What a nice scarf! • I say, I like your new blouse. What a nice colour! • You're looking smart/ elegant/ marvelous in your new dress. • That's a very nice-looking hat you're wearing. • Your bag matches your shoes perfectly/ superbly/ exactly/ beautifully. • This blouse really suits you. It goes well with your shoes, too. • It's a good fit. • It looks gorgeous/ marvelous/ great/ fabulous. • I really like it. It's a very clever design.	• I got it for ... in a sale. • It's my parents' present for my birthday. • It only cost me... . • You know I only paid ... for it. • You'll never believe, but it was a real bargain. • It was very good value. • The price was very reasonable.

V. READING

27 **Pre-reading task. Answer the questions:**

1) Do you know when and where jeans were invented?
2) What material are jeans usually made of?
3) Why are jeans so popular among people of all ages?
4) What style/ colour of jeans do you prefer?

28 **Read the text and find the words or phrases which are used to describe jeans. Write them out. Match the descriptions with the pictures.**

There's a perfect pair of jeans for everybody

Finding jeans that fit and flatter can be time consuming and frustrating, so with the help of four women — who between them tried on 40 pairs — we've found a style to suit everyone.

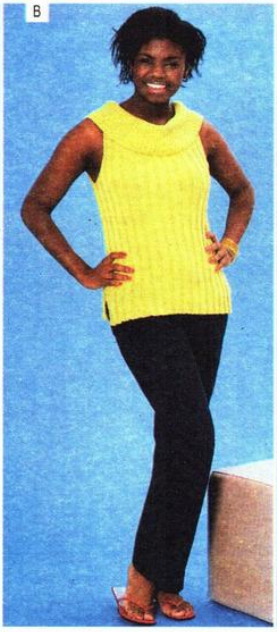
1. After having a baby, Sue, 34, found she'd put on weight around her waist and now she prefers wearing cropped trousers to jeans. She likes the versatility of jeans, but she doesn't find them flattering. She chose jeans in soft denim with easy fit on the hips and plenty of room in the legs. She was advised to avoid back pockets because they exaggerated her shape. Her new jeans are really stylish; they are well cut with the three-quarter-length leg. Sue looks very young, so she can get away with trendy styles and these jeans are both feminine and flattering. They'll be great to wear at home and they'll look even better as they fade.

2. Maureen, 40, likes wearing jeans on her days off but admits she's not very adventurous in her choice of style. She has long legs and can get longer-length jeans, but she can't decide what to wear with them. She complains that she always looks the same — jeans with a T-shirt or jumper.

The fashion designers showed Maureen how to dress up denim and create a smart daytime outfit instead of her usual casual look. They recommended her to wear a pretty top with a pair of straight-leg stretch jeans. They think that boot-cut or slightly flared jeans look good and balance out the body proportions. Besides, Maureen can wear a pair of heels and add accessories such as a belt and a pretty bag.

3. Liz, 32, has to wear smart business suits for work, so she likes to relax at the weekend in jeans and trainers. She chose a pair of regular-fit jeans in black, which fitted her waist and were generous around the hips with a straight leg — the most flattering shape for her pear-shaped figure. She put on a light-blue linen shirt and sandals to give a feminine take on the casual look Liz loves. "I never wear heels with jeans," says Liz, "but they make my legs look longer."

4. Although Valerie, 33, feels relaxed in jeans, she prefers chinos and stretch trousers to hide her wide hips. She tried a pair of Gap stretch jeans with a boot-cut leg to balance her shape. The dark colour, teamed with a bright top, looks modern and helps to draw attention from Valerie's hips. Besides, high heels with slightly longer jeans make her look leggy. Her verdict? "I like the shape and the stretch denim. They fit so well that I'm going to buy a pair."



29 **Find the phrases in the text, which mean the same as:**

1) збільшувати фігуру;
2) додати більш ошатний вигляд джинсам;
3) приховувати широкі стегна;
4) пасувати усім;
5) сполучатися з яскравим «верхом»;
6) додержуватися модних напрямків;
7) додати жіночість;
8) добре сидіти і прикрашати;
9) бути просторим у стегнах;
10) робити фігуру пропорційною;
11) вирішити, що вдягати з ними;
12) додати аксесуари

30 **Role-play the situation with your partner.**
Student A is a customer who wants to buy a pair of jeans.
Student B is a shop assistant who helps to choose jeans.
Use the words and phrases given above.

£37.99

£49.99

£29.99

£67

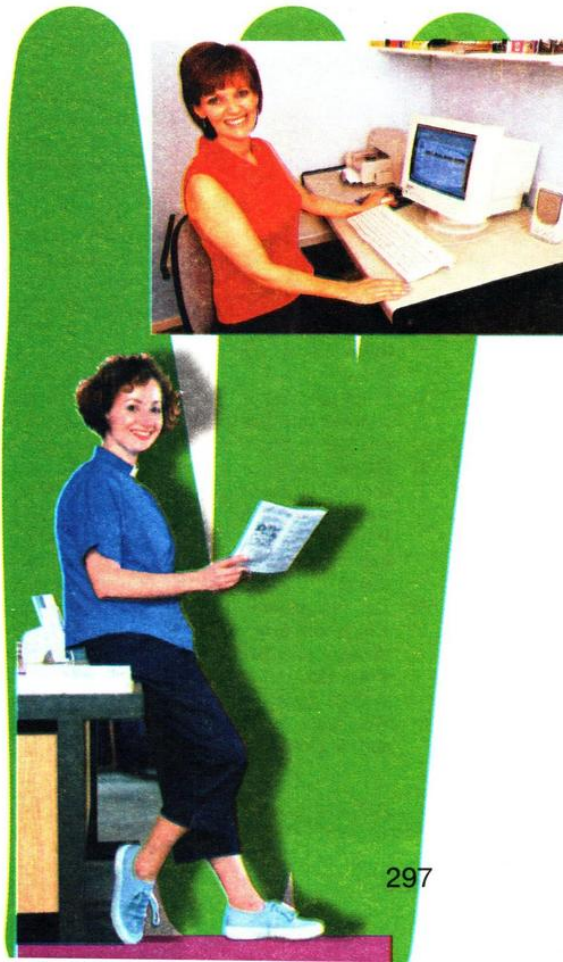
VI. LISTENING

COLOURS

31 **What are your favourite clothes colours? Do you prefer bright, light or dark colours? Are you usually bold when choosing new colours to wear, or do you tend to stick to the same colours? Do you think colours should be matching or contrasting? Sort out the colours in the list according to the basic ones:**

red	green	blue
•emerald •purple •crimson •ivory •turquoise •lilac •scarlet •azure •coffee •ruby •navy •cherry •lime •chocolate •lavender •beige •olive •cream		
violet	brown	white

32 **Sarah Archer (1) and Gladys Bucks (2) have changed their lifestyles recently. Now they need to change their summer wardrobes. They decided to go shopping — but not alone. Each invited a fashion expert to help them choose.**



A) **Listen to the two dialogues and mark the things Sarah bought with 'S', and the things Gladys bought with 'G'. Be careful! There are some extra pieces of clothes in the list neither of them bought.**

_____ clerical shirt £9.99
_____ knitted top £99
_____ knitted top £30
_____ silk blouse £49.99
_____ patterned vest £12
_____ sparkly dress £150
_____ polyester dress £16.99
_____ jeans £24.99
_____ straight-legged trousers £59
_____ stretchy cropped trousers £25
_____ wide-legged trousers £35
_____ bell-shaped skirt £14.99
_____ denim skirt £19.99
_____ three-piece suit £170
_____ tracksuit £70
_____ bottoms £8
_____ suede shoes £60
_____ flip-flops £39
_____ textile sneakers £19
_____ leather shoes £79.99

B) **Listen again and say why the fashion expert chose these things for the clients and what they liked about them.**

VII. READING AND WRITING

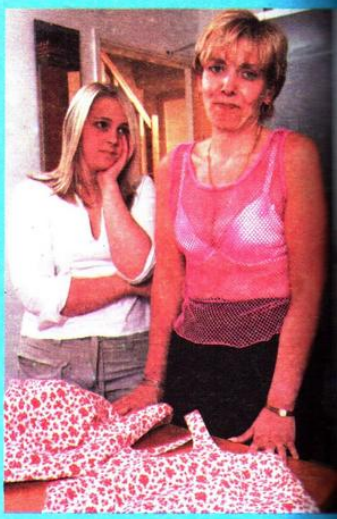
33 **Before you start reading answer the questions:**

1) Does the fashion of young people differ from the styles of clothing older people usually wear? In what way?
2) What clothes and trends can you recommend for middle-aged/ elderly people if they want to look younger and fashionable?

34 **Read the text and answer the questions:**

1) What has changed in Sarah's appearance?
2) How has Sarah's attitude changed to the clothes she wears?
3) What do Sarah's relatives think of the way she dresses?
4) Do you always approve of the way your parents dress? What would you like to recommend them?
5) Do your parents always approve of everything you wear? Do you listen to their advice?
6) Who helps you to choose clothes?

I Hate Mum Wearing My Clothes



Emma, 14:

Don't get me wrong — I love my mum and I'm very proud of her. But recently she has changed her appearance so dramatically that it takes some effort to get used to the new her.

To be honest, I never really noticed just how big she was; she was just happy and loving mum. When she decided to join a slimming group, we all supported her as much as we could. And all of a sudden she's gone from being a chubby, mumsy figure in tent-like dresses, to someone people think is my elder sister. It's fabulous to see Mum so full of life now, but it does have a major drawback — she keeps on borrowing my clothes!

When I came home one night, I caught Mum trying on loads of my clothes in my bedroom. All my best gear was scattered across my bed. As I opened the door she went red and confessed she was having a little fashion show of her own. I couldn't believe the cheek of it. She would have gone mad at me for doing the same thing! But what really bothers me is that she's too old to be wearing my clothes. When we go shopping together, I have to try to stop her from buying clothes I wouldn't be seen dead in — not because they aren't fashionable, but because they're way too revealing.

Ideally, I'd like Mum to wear jeans or nice fitted long skirts with smart tops. I don't mind her wearing tight tops, but I draw the line at see-through mesh (net) vests — I think they're strictly for teenagers. What's more, I know Dad and my twin brother Adam feel the same as me.

It's cool to have a trendy mum, but not one that competes with you. Her argument is that she looks good in my clothes, and she does wear some of them well, but that's not the point.

I'm only 14, so I'm expected to wear all the cute tops and snazzy jeans, but she's a 37-year-old mum of two, and it's time she started acting her age — not mine.

Sarah, 37:

I always used to be big. Until recently, I can't remember a time when I could wear anything fashionable. I didn't care about what colour my clothes were, or the design on the fabric — all that mattered was that they were loose and baggy enough to hide my bulk, I wore what I could get into. I wasn't aware of how huge I was until I saw a photo of myself at Christmas 2000. I looked obese — even bigger than my mum who was then a size 20. I was wearing an unflattering green high-necked jumper and a pair of jeans.

Two weeks later I summoned up enough courage to join a slimming club and start dieting, and the weight dropped off quickly. I had to keep buying new clothes every four of five weeks while the weight fell off, but it was worth the expense.

I've never used much make-up, but I've changed my hair to suit the new-look me. I used to dye it blonde and have it cut in a bob, but now I've gone back to my natural light-brown colour and have a layered style that shows off my face.

And now, for the first time in my life, I can wear fashionable clothes, and it feels so good. I want to wear all the clothes I could never fit into before — simply because I can.

But my daughter Emma disagrees. I know I look good in short skirts, but she bans me from wearing them. She thinks that women of a certain age shouldn't wear revealing clothes.

Now that I'm the same size as Emma, I can shop in the same places as her — places like Miss Selfridge and Topshop. I can even borrow her clothes, although she hates me doing it!

When she caught me trying all her clothes on one evening, she was really fed up. Emma hates me wearing anything that shows off too much flesh. She looks at me disapprovingly as I'm about to leave the house and says things like, "And where do you think you are going in that?" But I think if it looks good, why not? I know some of Emma's friends think I look trendy — and some of Adam's mates even think I'm cute.

I recently wore one of Emma's flimsy gypsy tops with tight patterned cropped trousers to a party at our local social club, and Emma kept coming to me all night and pulling the top over my shoulders. It was hilarious — maybe she was worried I looked better than she did!

I love Emma dearly and don't want to upset her. But now, when I finally have the chance to wear trendy clothes and feel like one on the catwalk, I'm going to keep on doing it. Emma will just have to get used to the idea.

35 **Should Sarah wear what she wants? Or is her daughter right to tell her how to dress? Write and tell us at the following address: 72 Broadwick Street, London W1F 9EP 'BEST' (address your letter either to Sarah or to Emma)**

VIII. SPEAKING & LISTENING

36 **A lot of people who want to look trendy and at the same time feel comfortable, but don't know how to do this, send letters to "Fashion Q&A" programme on the radio in which fashion expert Jeff Banks answers their questions.**
The following are some of the questions from the letters. Before you listen to Jeff Banks' answers, think of your own solutions to some of these problems and discuss them.

1) I've been invited to an evening at the races by a business client, but I have no idea what to wear. Any tips? ☐
2) I live in T-shirts all summer, but I don't want to look like my teenage daughter. How can I make sure I get it right? ☐
3) I'm a classic pear shape: size 14 on top, size 16 on bottom. Which bikini do you think will be flattering for me? ☐
4) I hate my toes and because of that I avoid wearing flip-flops on holiday. What do you suggest instead? ☐
5) I've heard that corsages are trendy. How can I wear one without looking like I'm going to a wedding? ☐
6) How can I cover up my big arms on the beach? ☐
7) I spent several years in an oriental country where women's outfit doesn't require much imagination to choose. Actually, I lived there since I was a teenager. Now that I'm back in Britain I understand that I have to change my wardrobe completely. But I am at a loss. Can you suggest what shop I should start with in order not to buy anything ridiculous? ☐
8) I'm very shy and don't feel confident in clothes that leave much of my flesh out — I mean even shorts and stringed tops. But what should I wear if our summers keep being as hot as the previous one? ☐

37 **You will hear the following sentences and phrases in the listening text. Make sure you understand them by either explaining what they mean or translating them into Ukrainian.**

1) The Per Una label translates looks from the catwalk to the high street for a fraction of the price.
2) ...smart tailored suits in pinstripes and tweed...
3) Choose a brief with the highest cut leg you dare.
4) Don't fall into the trap of thinking hot-wear clothes have to be revealing.
5) ...a pretty lightweight shirt, worn unbuttoned over a simple cotton vest...
6) The dress is heavily decorated or has a bright pattern.
7) It will look far more flattering.
8) A much better option is mules with covered toe.
9) Per Una collection is spot on again.
10) Hand-knits are also very popular.

38 **A) Now listen to Jeff Banks' answers and match them with the questions above (in exercise 36).**
B) Listen again and fill in the table below, sometimes you should leave a box empty.

	What to wear	What not to wear
a		
b		
c		
d		
e		
f		
g		
h		

39 **The words and word combinations in the list below were used in the listening text you have just heard. Use them to fill in the gaps in the following sentences.**

•covered toe •a bit of spark •tonal, contrasting •must-haves •V or round-neck •mix-and-match •ribbed T-shirts •loose-fitting cropped

1) At Marks and Spencer's you can buy all this season's _____.
2) If you're pear-shaped with different sizes you should look for _____ swimwear.
3) For a summer evening out you should wear something that has _____ in it.
4) _____ trousers are much better than shorts.
5) Wear a dress and a corsage of _____ colours rather than _____ ones.
6) _____ or the ones with lycra in them retain their shape after washing.
7) A jellabah has a slit for your head which is either _____ shape.
8) Instead of flip-flops you can wear mules with _____.

40 **Answer the questions using as many attributes as possible.**

1) What kind of clothes does a typical business man/ woman wear in our country?
2) What kind of things do people put on for New Year parties?
3) How can you describe the clothes of young people nowadays?
4) How can you describe your evening dress (outfit)?
5) What kind of clothing would you recommend for an overweight/ slim young girl?
6) How would you describe the clothes of the people who are badly dressed (look bad)?
7) What kind of clothes do top models wear at fashion shows nowadays?
8) How can you describe a school uniform you wore when you were at school/ children wear at present?
9) How can you describe the work wear of a mechanic after a shift?

IX. WRITING

41 **Do the following assignments in writing:**

1) Describe your attitude to clothes (indifferent, particular about what to wear, buying ready-made clothes or having them made to measure, your taste in dress, fashion-conscious or not a slave of fashion, how much can you afford to spend on clothes, etc.).
2) What do you do with clothes you no longer need (store them up, sell, discard them, pass down to your relatives or friends, exchange with friends or relatives)?
3) Make up a list of articles of clothes you would take with you on a 2-week trip to another country/ a two-day summer outing/ to a wedding party in another city/ to the seaside? Explain your choice.

X. REVISION TRANSLATION

42 **Translate into English.**

1) Я люблю простий, практичний одяг, що підкреслює достоїнства моєї фігури і добре носиться. Я намагаюся стежити за модою і змінювати стиль одягу в залежності від ситуації — від класичного під час ділових зустрічей і шикарного для особливих випадків до спортивного — для відпочинку дома і на природі. У своїх ділових костюмах я віддаю перевагу строгому покрою піджаків, спідниць і брюк, усі мої вечірні туалети мають силует, що облягає, а весь мій домашній повсякденний одяг вільного, навіть мішкуватого стилю. При виборі убрання я завжди звертаю увагу на деталі: форму коміра, вирізу, місце розташування кишень, гудзики. Купуючи одяг я намагаюся відразу придбати взуття й аксесуари, що до нього підходять.

2) — Здрастуйте, чим можу вам допомогти?
— Здрастуйте, я хотіла б вибрати який-небудь головний убір.
— Що вам показати — капелюхи, кепки, берети?
— Мені потрібний фетровий капелюх із широкими полями. Я думаю, що він підійде до мого нового пальта.
— Якого кольору?
— Світло-коричневого. Я також хочу вибрати кепку для мого сина. Я думаю, що візьму ось цю в клітинку. І покажіть, будь ласка, шапку з бубоном для моєї дочки.
— Ось, будь ласка.

3) Узимку в будинку було холодно. Вона прибігала з роботи, знімала свій діловий костюм із твіду, черевики на високих каблуках і переодягалася в затишний вовняний светр, вільні вельветові штани і теплі хутряні тапочки. Ранком, перед тим, як робити зарядку, вона надягала спортивний костюм, футболку з довгим рукавом і кросівки. Іноді вона бігала в парку; тоді вона вдягалася в теплу куртку з каптуром, облямованим хутром.

4) Ласкаво просимо до нашого нового магазина! Тут ви знайдете взуття на будь-який смак! Вам запропонують елегантні туфлі на шпильках, зручні мокасини, в'єтнамки і шкіряні сандалі, що ніколи не виходять з моди; чоловічі туфлі зі шнурками і пряжками, високі чоботи. У нас широкий вибір м'яких тапочок, спортивного взуття і гумових чобіт. Бажаємо вам удалих покупок!

5) У залі було багато ошатно одягнених людей. Дами в довгих шовкових і оксамитних сукнях з дорогими ювелірними прикрасами; багато хто були в рукавичках і капелюхах; чоловіки в смокінгах і фраках. Пишнота убрань запрошених гостей уражала. Вийшла господарка будинку. На ній була строга чорна сукня з білим мереживним коміром. Вона привітала гостей і запросила усіх до столу.

6) — Я збираюся у відпустку до моря, допоможи мені купити все необхідне.
— Тобі краще вибирати одяг з легких натуральних тканин: бавовни, льону, шовку. Купи який-небудь яскравий сарафан чи сукню без рукавів; зараз у моді речі в смужку і дрібний горошок. Візьми із собою футболку, шорти і пару спідниць. Не забудь джинси і теплий джемпер, вони тобі знадобляться в прохолодну погоду.
— А що взяти із взуття?
— Кросівки, пантофлі, босоніжки. І не забудь узяти купальник, сонцезахисні окуляри і солом'яний капелюх.

7) У мого чоловіка завтра день народження, і я хочу купити йому сорочку і краватку. У нього, в основному, всі сорочки у смужку, тому я вибрала однотонну сорочку темно-синього кольору, вона буде прекрасно пасувати до його сірого костюма. До сорочки я купила ясно-синю краватку. Я сподіваюся, нова сорочка буде добре на ньому сидіти і буде йому до лиця.

8) — Здрастуйте, чим можу вам допомогти?
— Здрастуйте. Я хотіла б купити що-небудь з верхнього зимового одягу.
— Ви хочете шубу, пальто чи куртку?
— Я хочу купити теплу куртку. У ній більш зручно, вона не така довга, як пальто чи шуба. До того ж вироби з натурального хутра неймовірно дорогі. Я ношу одяг спортивного стилю, тому я вибираю цю замшеву куртку на «блискавці». Я хочу її приміряти.
— Будь ласка, пройдіть у примірювальну. Вона добре на вас сидить і дуже вам личить. Я б порадила тільки вибрати інший головний убір. До цієї куртки підійде берет і довгий шарф. Таке сполучення виглядає дуже романтично.

Unit 18 SOME MEN ARE WEATHER WISE, OTHERS ARE OTHERWISE

I. LEAD-IN

1 **Let's start discussing the weather with a joke. Do you want to know what the weather will be like tomorrow?**

A) Fill in the blanks with the words required.

1) _____ an animal in the plural
2) _____ a plural noun
3) _____ your first name
4) _____ an adjective
5) _____ a verb denoting motion ending in –ing
6) _____ a verb denoting motion ending in –ing
7) _____ a foreign country
8) _____ a plural noun
9) _____ an adjective
10) _____ a present tense verb
11) _____ the place you live in
12) _____ an adjective
13) _____ a singular noun
14) _____ a present tense verb
15) _____ a present tense verb
16) _____ an adjective
17) _____ a large number

B) Transfer your answers into the spaces of the weather forecast given below. Read your own forecast and enjoy yourself!

Hello, all you _____ (1) and _____ (2). I'm _____ (3) with the latest weather forecast. Today a _____ (4) front will be _____ (5) from Italy and _____ (6) over the northern part of _____ (7) causing high winds and falling _____ (8). _____ (9) clouds will _____ (10) the region south of _____ (11). Look out for a few _____ (12) showers. If you're planning on going out this evening, be sure to take along a good _____ (13). Tonight the skies will _____ (14) and temperatures will _____ (15). Tomorrow will be _____ (16). Temperatures could reach a record _____ (17) degrees by noon.

II. VOCABULARY

- a gale
- a shower
- a drizzle
- a downpour
- hot
- cool
- cold
- a breeze
- mist
- sleet
- freezing
- a snowstorm
- a cloud
- rain
- a tornado
- a blizzard
- a hurricane
- a thaw
- hoarfrost
- boiling
- hail
- a sandstorm
- a thunderstorm
- lightning

2 **A) Which of the words from the box do you associate with:**

1) temperature 2) precipitation 3) wind

B) What seasons do you associate these words with?

3 **Match the weather and climate words below with their explanations.**

1) atmosphere
2) weather
3) equinox
4) precipitation
5) solar eclipse
6) evaporation
7) water cycle
8) humidity
9) rainbow
10) climate
11) tide

a) one of the two times in a year when night and day are of equal length
b) rain, snow etc. that falls on the ground, or the amount of rain, snow etc. that falls
c) an occasion when the moon passes between the earth and the sun so that you cannot see all or part of the sun
d) the temperature and other conditions such as sun, rain, and wind
e) a process when a liquid changes into a gas
f) the mixture of gases that surrounds the Earth
g) a large curve of different colours that can appear in the sky
h) the ongoing process in which water on land and sea evaporates, forms water vapour, condenses and returns to earth in the form of precipitation
i) the regular rising and falling of the level of the sea
j) the amount of water in the air or conditions in which the air is very warm and damp
k) the regular pattern of weather conditions of a particular place

4 **Answer the questions below.**

1) How many equinoxes are there in a year and when do they happen?
2) What kinds of precipitation can you name?
3) What happens during the solar eclipse?
4) What factors in your opinion influence the climate of a country?
5) How does water cycle?
6) What colours does the rainbow consist of?
7) What causes the tides?

5 **Some countries experience extreme weather conditions.**

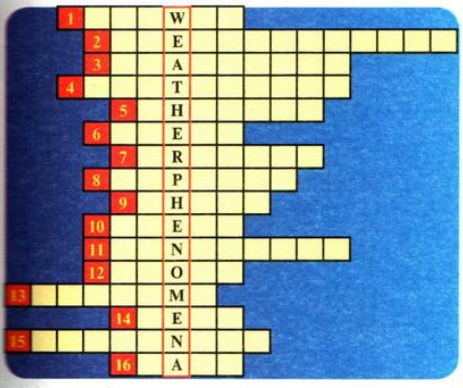
A) Complete the statements using the vocabulary from the box.

• an avalanche • a drought
• an earthquake • a flood
• a typhoon • a volcanic eruption
• tsunami

1) _____ is a very large amount of water that covers an area.
2) _____ is an outbreak of lava from a mountain with a large hole at the top.
3) _____ is a long period of dry weather when there is not enough water for plants and animals to live.
4) _____ is a large mass of snow, ice, and rocks that falls down the side of a mountain.
5) _____ is a sudden shaking of the earth's surface that often causes a lot of damage.
6) _____ is a very violent tropical storm.
7) _____ is a very large ocean wave that flows over the land and destroys things.

B) Can you name some areas of the world you associate these weather conditions with?

6 **Do the crossword filling in the words defined below.**



1) a short period of rain
2) rain, snow etc. that falls on the ground
3) a thin layer of ice that forms on objects outside when it is very cold
4) a sudden shaking of the earth's surface that often causes a lot of damage
5) the loud noise that you hear during a storm, usually after a flash of lightning
6) half-frozen rain that falls when it is very cold
7) a combination of light rain and mist
8) a very violent tropical storm
9) a period of warm weather during which snow and ice melt
10) a gentle wind
11) a storm in the desert in which sand is blown around by strong winds
12) very cold weather, when water freezes
13) a very large ocean wave that flows over the land and destroys things
14) very hot weather or a high temperature
15) a powerful flash of light in the sky caused by electricity and usually followed by thunder
16) frozen rain drops which fall as hard balls of ice

7 **Explain the difference between the words below.**

1) a breeze — a gale — a tornado
2) rain — snow — sleet
3) rain — drizzle — shower
4) snow — hoarfrost
5) a thermometer — a barometer
6) fog — mist
7) a snowfall — a blizzard
8) cold — cool — chilly
9) a snowflake — a snowdrift

8 **What weather conditions are described in the following situations?**

1) Everything was covered with water, all people had to use a boat to get around.
2) The airport was closed because of low visibility.
3) The snow began to melt and there was a lot of water in the streets.
4) The earth became hard-rock and most of crops died.
5) The trees and bushes had been uprooted like matchsticks.
6) The small balls of ice were battering the roof of our car.
7) The rain didn't last long and soon the sky cleared out.
8) It was difficult to breathe and we all were covered with sweat.
9) We saw the bright flashes of light in the sky above the horizon.
10) We had to sit in the shade all the time.
11) All the trees were white and looked fabulous.
12) A large mass of snow, ice, and rocks fell down the side of the mountain.
13) The sudden shaking of the earth's surface measuring 6.1 on the Richter scale struck southern California on June, 28.

III. READING

9 **Read the text and match the highlighted word combinations with the following definitions:**

1) a general increase in world temperatures caused by increased amounts of carbon dioxide around the Earth;
2) tropical forests with tall trees that are very close together, growing in an area where it rains a lot
3) a large mass of ice
4) unpleasantly warm and wet
5) a period of unusually hot weather for a long time
6) a layer of soil that is always frozen in countries where it is very cold
7) temperature of the ordinary or usual standard
8) a large area of land where it is always very hot and dry, and there is a lot of sand
9) smooth and level, even type of land
10) a tree such as a pine or fir that has leaves like needles and produces brown cones that contain seeds

Climate of

Climate is the weather of a place averaged over a length of time. The earth's climate varies from place to place, creating a variety of environments. Thus, in various parts of the earth, we find **deserts**; tropical **rain forests**; tundras (frozen, treeless plains); **conifer** forests; prairies; and coverings **of glaciers**. Climate also changes with time. Human activity also may be changing the global climate.

Global warming could change conifer forests, leading to shifts in plant and animal populations. It could also melt enough polar ice to raise the sea level, and it could increase the frequency and severity of tropical storms.

Climates vary from place to place because of five main factors: (1) latitude (distance from the equator), (2) altitude (height above sea level), (3) topography (surface features), (4) distance from oceans and large lakes, and (5) the circulation of the atmosphere.

The earth's surface is a patchwork of climate zones. Climatologists (scientists who study the climate) have organized similar types of climates into groups.

The modified version specifies 12 climate groups: (1) tropical wet, (2) tropical wet and dry, (3) semiarid, (4) desert, (5) subtropical dry summer, (6) humid subtropical, (7) humid oceanic, (8) humid continental, (9) subarctic, (10) tundra, (11) icecap and (12) highland.

Tropical wet climates are hot and **muggy** the year around. They support dense tropical rain forests. Rainfall is heavy and occurs in frequent showers and thunderstorms throughout the year. Temperatures are high, and they change little during the year. The coolest month has an **average temperature** no lower than 64°F (18°C). The temperature difference between day and night is greater than the temperature difference between summer and winter. Frost and freezing temperatures do not occur. Plants grow all year.

Tropical wet and dry climates occur in areas next to regions that have tropical wet climates. Temperatures in tropical wet and dry climates are similar to those in tropical wet climates, where they remain high throughout the year.

Semiarid and desert climates occur in regions with little precipitation. Desert climates are drier than semiarid climates. Semiarid climates, also called steppe climates, usually border desert climates. In both climate groups, the temperature change between day and night is considerable.

10 **Answer the questions.**

1) What is the difference between climate and weather?
2) How does the earth's climate vary from place to place?
3) What consequences can global warming have?
4) What climate zones do you know?
5) What is characteristic of each climate zone?
6) Which climate patterns can you find in Ukraine?
7) Which climate would like to live in? Why?

the World

Subtropical dry climates feature warm to hot, dry summers and mild, rainy winters. These climates, sometimes called Mediterranean climates, occur on the west side of continents roughly between 30° and 45° latitude. The closer to the coast the area is, the more moderate the temperatures and the less the contrast between summer and winter temperatures.
Humid subtropical climates are characterized by warm to hot summers and cool winters. Rainfall is distributed fairly evenly throughout the year. Most summer rainfall occurs during thunderstorms and an occasional tropical storm or hurricane. Humid subtropical climates lie on the southeast side of continents, roughly between 25° and 40° latitude.
Humid oceanic climates are found only on the western sides of continents where prevailing winds blow from sea to land. The moderating influence of the ocean reduces the seasonal temperature contrast so that winters are cool to mild and summers are warm. Moderate precipitation occurs throughout the year. Low clouds, fog, and drizzle are common. Thunderstorms, cold waves, **heat waves**, and droughts are rare. Snow is a major element in humid continental climates. Winter temperatures are so low that snowfall can be substantial and snow cover persistent. Snow cover has a chilling effect on climate.
Subarctic climates have short, cool summers and long, bitterly cold winters. Freezes can occur even in midsummer. Most precipitation falls in the summer. Snow comes early in the fall and lasts on the ground into early summer.
Tundra climates are dry, with a brief, chilly summer and a bitterly cold winter. Continuous **permafrost** (permanently frozen ground) lies under much of the treeless tundra regions.
Icecap climates are the coldest on earth. Summer temperatures rarely rise above the freezing point. Temperatures are extremely low during the long, dark winter. Precipitation is meagre and is almost always in the form of snow.
Highland climates occur in mountainous regions. A highland climate zone is composed of several areas whose climates are like those found in **flat terrain**. Because air temperature decreases with increasing elevation in the mountains, each climate area is restricted to a certain range of altitude.

11 **Fill in the gaps with one suitable word and read about the peculiarities of the British climate.**

a) degrees; **b)** weather; **c)** temperatures; **d)** colder; **e)** summers; **f)** zero; **g)** influenced; **h)** driest; **i)** north; **j)** country; **k)** part; **l)** characterised; **m)** zones; **n)** have; **o)** current; **p)** Scottish; **q)** continent; **r)** varies; **s)** District; **t)** less.

The Climate of Britain

Britain is situated in the temperate climatic zone and does not have extremes of temperature or rainfall. The Gulf Stream, a large Atlantic Ocean _____(1) of warm water from the Gulf of Mexico, keeps winters quite mild and _____(2) warm but not excessively hot. The average annual temperature in Britain is about 10 _____(3) Celsius, with the summer average temperature being around 15°C and the winter average being around 5°C above _____(4). The British _____(5) is dominated by frontal depressions, which form in the Mid-Atlantic and pass across into Europe, bringing frequent changes.

There are also noticeable differences that occur throughout the _____(6). The coldest winter _____(7) in Britain are observed in eastern Scotland and England. The western _____(8) of Britain is warmed by the influence of the tropical maritime air stream. Temperatures are therefore _____(9) in the east than in the west during winter. During summer the south is warmer than the _____(10). This is due to the differences in solar heat received, being greater in the south.

The British climate can be divided into four _____(11): northwest, northeast, southwest and southeast. The northwest section is _____(12) by mild winters and cool summers. Western parts of Britain generally _____(13) a more maritime climate during winter while eastern Britain is _____(14) by the cold airstreams from the European _____(15). In summer, the climatic differences are more dominated by southerly latitude.

Precipitation also _____(16) throughout Britain. Western Britain, particularly the parts on higher ground such as the Lake _____(17) and the Welsh Mountains, receives considerable rainfall. The Peak District and the _____(18) Highlands are also very rainy areas. Though known as a wet country, north eastern and central England has _____(19) rainfall annually and frequently suffers from drought. Eastern Britain, particularly south eastern parts, receives much less rainfall while the southeast region is the _____(20) of all.

12 **Translate into English using the word combinations from the text on pp. 306–307.**

1) зона помірного клімату
2) океанічна течія
3) середньорічна температура
4) 10 градусів вище нуля
5) фронт зниженого тиску
6) сонячне тепло
7) північний захід
8) північний схід
9) південний захід
10) південний схід
11) морський клімат
12) холодні повітряні потоки
13) Європейський континент
14) Озерний край
15) південна широта

13 **There is one word which doesn't go with the headword. Find it and cross it out.**

1) to rain — hard, heavily, strongly, slightly, non-stop, steadily;
2) raining — to begin raining, to start raining, to stop raining, to finish raining, to be going to rain;
3) to snow — hard, heavily, deeply, slightly, non-stop, steadily;
4) frost — bitter, hard, mild, severe, sharp, light, early;
5) temperature — high, low, moderate, temperate, normal, steady;
6) climate — mild, cloudy, harsh, severe, damp, humid;
7) wind — fierce, bitter, biting, light, humid, icy;
8) weather — fair, heavy, dreadful, gloomy, dull, nasty, dry, unpredictable, stormy;
9) cloud — heavy, grey, light, low, fast-moving, wind, thunder;
10) thunderstorm — approaching, coming, large, devastating, disastrous.

14 **Fill in the gaps in the sentences below with one suitable word.**

1) Don't go out _____ the rain.
2) It's pouring _____ rain.
3) It looks _____ rain.
4) The children were playing _____ the snow.
5) The first snow melted _____ very quickly.
6) Are you taking any books to read _____ a rainy day?
7) Look, all the trees are _____ blossom.
8) She loved the spring when the blossom was _____.
9) I opened my eyes and through the cabin window saw the sliver of the moon just _____ the horizon.
10) We sat _____ the sun, eating ice cream and drinking icy tea.
11) You can even feel the deck shift beneath your feet or shiver _____ the ice-cold arctic wind.

15 **Translate into English.**

1) Погода визначається як стан атмосфери у даний час у певній місцевості в залежності від температури, тиску повітря, напрямку і сили вітру, вологості, хмарності й опадів.
2) Використовуючи дані метеорологічних спостережень, синоптики можуть дати точний прогноз погоди тільки на 48 годин. Прогнозуючи погоду на найближчий тиждень чи місяць, вони ґрунтуються на звичайних погодних умовах даної місцевості у даний час, і звичайно, іноді можуть помилятися.
3) Британія — острівна країна, і тому моря, що оточують її, впливають на її клімат і погодні умови. Гольфстрім, тепла течія в Атлантичному океані, робить зиму теплішою, а літо більш дощовим. Завдяки цій течії моря навколо Британських островів узимку ніколи не замерзають.
4) Погоду в Британії не можна передбачити, і часто протягом одного дня всі чотири пори року можуть змінити одна одну. Зранку може яскраво світити сонце, удень може піти заливний дощ, а закінчитися день може снігопадом.
5) Хоча Британія знаменита своїми частими дощами, не можна сказати, що це найбільш дощова країна у світі. У деяких частинах країни опадів досить мало. Наприклад, на південному сході, у графстві Кент, опадів набагато менше, ніж у Північно-Шотландському нагір'ї. Іноді ці райони навіть страждають від посухи, але це трапляється вкрай рідко.

IV. READING

16 **Answer the questions.**

1) Do you listen to the weather forecasts?
2) Do you trust them?
3) Have you heard the weather forecast for today? Is it correct?

17 **Read the text about traditional ways of forecasting the weather and decide if the statements given after it are true or false.**

Weather Forecasting

A region's weather may change greatly from day to day. People have tried to predict the weather for thousands of years. A correct prediction is of great importance to sailors and soldiers, airmen and fishermen, travellers and farmers.

Nowadays scientists with their ultra-modern equipment can make weather forecasting somewhat more accurate, but in the past, people had a fairly reliable system of their own to predict the weather. They understood that all life on earth depended on the sun so they looked to the sun and planets, wind and water, birds and beasts which all depended on the sun, for guidelines.

Most Irishmen believe in the St. Swithin's day (July 15th) story, which says that the twelve days before this day are a guideline for the twelve months which follow, while rain on that day brings forty days of similar weather.

The sun, sunken in the clouds, means rain in the morning. A red sunset promises good weather and if the sun is enveloped by dense clouds but trying to shine forth, a heavy rainfall is expected to follow.

The rainbow is never very welcome while harvesting hay, as the downpour is to come after it.

The moon in all its phases is a great weather guide. In winter and early spring if the new moon makes her appearance on the second or third day in the form of a small silvery crescent with upturned ends, it foretells frost and snow for the duration of the moon. If the moon races behind the clouds, that means wind and storm.

The stars, shining like diamonds in a clear sky in late autumn, winter or spring mean a hard frost at night. A shooting star means plenty of harsh weather. Seeing a shooting star you can make a wish, but it will be pointless to wish for fair weather.

The direction of the winds is very important for weather forecasting. The east wind in winter means frost and snow while in summer it is welcomed as it brings good dry weather. The north wind also brings the snow while the west and south-west winds bring rain conditions.

The river in all its moods can be a very accurate forecaster of the weather conditions. The colour of the water is a good guideline — dark water is a sign of heavy rain, but when the sand and pebbles are clearly visible in the river bed, it means fine weather.

Domestic animals understand climatic conditions much better than we do. If the cat sits with her back to the fire, cold weather with frost is coming. If she sits at the fire washing her face with her paw, rain is approaching.

Our feathered friends are most sensitive to changes in weather conditions. The robin or sparrow seen washing their feathers in a pool of water is a sign of fine weather. When magpies gather together and chatter loudly they predict storm and rain. Crows fly low, caw loudly before a storm occurs. The swallow arriving early is a sign of a good summer. When they fly low above the ground, rain is on its way. If they migrate in early autumn, winter with harsh conditions can be expected. If the cuckoo in the forest calls with a clear sweet voice, you have prospects for good weather. If she calls at intervals in a harsh voice, the weather in the nearest future will be bad.

Butterflies, bees and other insects are also sensitive to changes of weather. Worms, crawling on the road or on the surface of the ground forecast rain in the near future. Frogs come out on the ground when heavy rain is on the way. Spiders, patiently threading their webs outside doors and windows promise bad weather, but, when they weave their webs on tops of bushes in early spring, good weather is on the way.

Many rural people still believe and rely on traditional ways of predicting the weather and regard them more accurate and dependable than meteorological weather forecasts.

Statements:

1) Ancient people relied on heavenly bodies in predicting the weather. ☐
2) Irishmen used to believe that it would rain twelve more days if it rained on St. Swithin's day. ☐
3) Farmers are very happy when they see the rainbow in the sky. ☐
4) The new moon is never used for weather predictions. ☐
5) A shooting star promises fair weather. ☐
6) Both the north and the east winds could bring snow in winter. ☐
7) Birds washing in dust promise sunny weather. ☐
8) Swallows can predict the weather not only for the near future but also for the coming season. ☐
9) Frogs seen on the ground predict wet weather. ☐
10) If a spider weaves its web in the room, people expect bad weather. ☐

18 **Scan the text and find English equivalents of the Ukrainian word combinations given below.**

1) ультра-сучасне устаткування
2) досить надійна система
3) щільні хмари
4) сильний дощ
5) молодик
6) срібний півмісяць
7) ясна погода
8) сильний нічний мороз
9) падаюча зірка
10) точний провісник погоди
11) погодні умови
12) домашні тварини
13) пернаті друзі
14) традиційні способи прогнозування погоди

19 **Answer the questions.**

1) Which signs mentioned in the text did you know before? Who told you about them?
2) Why was it so important for people in old times to know the signs of nature for predicting the weather?
3) Have you ever seen a rainbow or a shooting star? Describe the events in detail.
4) Have you ever watched the behaviour of your domestic animals or pets? Do you agree they can predict the weather?

20 **Read the text and fill in suitable prepositions.**

Ground-Hog Day is an American tradition that supposedly predicts when spring will arrive. According (1)_____ legend, the ground hog, also called the woodchuck, awakens (2)_____ its winter sleep (3)_____ February 2 and emerges (4)_____ its burrow. If the sun is shining that day and the ground hog sees its own shadow, it will be scared back (5)_____ its den, and there will be six more weeks (6)_____ winter. But if it is cloudy and the ground hog does not see its shadow, it will come out, and spring will arrive soon.
For hundreds (7)_____ years, European farmers had similar traditions that involved bears, badgers, and other animals. Germans who settled (8)_____ Pennsylvania brought the custom (9)_____ America. The ground hog, which is plentiful (10)_____ the Eastern and Midwestern United States, became linked (11)_____ the custom.
Today, Ground-Hog Day is treated largely as a joke. But the custom is partly based (12)_____ ancient and traditional weather signs. People have long looked (13)_____ the awakening (14)_____ hibernating animals as one of the first signs (15)_____ spring.

21 **A)** **Complete the chart using the derivatives of the words.**

	noun	adjective	verb
1	snow		
2	rain		
3	drizzle		
4	sleet		
5	fog		
6	cloud		
7	thaw	–	
8	hail	–	
9	thunder		

B) **Put the verbs in the correct form, using the derivatives from the chart.**

1) It never _____ (snow) there, and you can swim in the ocean all the year round.
2) It _____ (snow) heavily as we entered the village.
3) We stopped to admire a dazzling _____ (snow) landscape.
4) The coast has been battered by torrential _____ (rain) all week.
5) We decided to stay at home because it _____ (rain) hard.
6) People in _____ (rain) maritime climates call it just water, and complain when it falls from heaven.
7) It _____ (drizzle) very lightly, and I could hear the tiny patter of small raindrops.
8) Thicker cloud will bring patchy _____ (drizzle) over northwest-facing coasts and hills.
9) She enjoyed walking in the park though it was a cold _____ (drizzle) day.
10) In this region of the country it often _____ (sleet) in late autumn.
11) It was a _____ (fog), chilly day, without sunshine so the sea was murky and opaque.
12) I couldn't see my face as the mirror _____ (fog) in.
13) When I got back to the cabin the sky had started to _____ (cloud) over.
14) Put on your warm coat, it will be _____ (cloud) and cool tomorrow.
15) The lake is frozen all winter, but it usually _____ (thaw) in March.
16) When it _____ (hail) frozen rain falls in a shower.
17) They could hear _____ (thunder) rumbling in the distance.
18) If it _____ (thunder), a loud noise comes from the sky after lightning.
19) Between hot bright periods, the sky boils with _____ (thunder) clouds that drift on by without releasing a drop.

V. LISTENING AND SPEAKING

22 **A)** **Listen to the weather forecasts and put a tick in the appropriate box.**

regions	spells of sunny weather	mist/ fog	wind	rain	thunderstorm	dry weather	temperature
Sweden							
Norway							
Germany							
France							
Portugal							
Italy							
Greece							
Northern Ireland							
Scotland							
England							

B) **The following people are going on business to some of the regions mentioned in the weather report. Help them to pack their suitcases with clothes suitable for the type of the weather in the region.**

1) John is going to Portugal.
2) Jessica is going to Norway.
3) Robert is going to England.

23 **Fill in prepositions into the weather jokes below and enjoy them.**

April in Paris

One April, a friend _____(1) a famous American composer Vernon Duke's, inspired _____(2) his famous song "April in Paris", decided to spend the month there. The weather was terrible.
_____(3) his return, the traveller complained _____(4) great length _____(5) his disappointing trip. "Whatever made you go _____(6) Paris _____(7) April?" Duke asked. "The weather is always terrible then." "I went because _____(8) your song!" the friend cried. "Ah," the composer replied apologetically, "well we really meant May, but the rhythm required two syllables."

An Accurate Forecast

It was autumn, and the Indians _____(1) the remote reservation asked their new Chief if the winter was going to be cold or rather warm. As he was an Indian Chief _____(2) a modern society, he had never been taught the old secrets, and when he looked _____(3) the sky, he didn't see what the winter was going to be like.
Nevertheless, to be _____(4) the safe side, he replied _____(5) his tribe that the winter was indeed going to be cold and they should collect wood to be prepared. But also being a practical leader, _____(6) several days he got an idea. He went _____(7) the phone, called National Weather Service and asked, "Is the coming winter going to be cold?" "It looks _____(8) this winter is going to be quite cold," the weather service responded.
So the Chief went _____(9) _____(10) his people and told them to collect even more wood _____(11) order to be prepared. One week later he phoned the Service again. "Is it going to be a very cold winter?" "Yes," the man _____(12) National Weather Service replied again, "it's going to be cold."
The Chief again went _____(13) _____(14) his people and told them to collect every scrap _____(15) wood they could find. Several weeks later he called the Weather Service again. "Are you absolutely sure that the winter is going to be very cold?" "Absolutely," the man replied. 'It will be one of the coldest winters we've ever had. "How can you be so sure?" the Chief asked. The weather man replied, "The Indians are collecting a lot of wood."

24 **Most weather proverbs are very old and belong to folklore. More often than not they are rhymed. Choose the right rhyming word from the box and complete the proverbs.**

•delight •head •pass •warning •still •way •mouth •day •finely •tune •hay •soon •flowers

1) When the wind's in the south, the rain's in its _____.
2) When dew is on the grass, rain will not come to _____.
3) A morning fog that hides the sun's ray means the coming of a clear _____.
4) Red sky at night, sailor's _____. Red sky at morning, sailors take _____.
5) Clear moon, frost _____.
6) Evening red and morning grey help the traveller on his _____. Evening grey and morning red bring down rain upon his _____.
7) No weather is ill when the wind is _____.
8) April showers bring May _____.
9) Mist in May and heat in June will bring all things in _____.
10) A wet May makes a big load of _____. A cold May is kindly and fills the barn _____.

VI. LISTENING AND SPEAKING

25 **You are going to hear 6 conversations about the weather. Listen to them and decide in which of them one of the interlocutors**

a) is concerned about people who live far away?
b) is not serious about the warning?
c) suggests relaxing for a while?
d) enjoys gardening?
e) is sitting exams?
f) informs the other about some appliance break down?
g) hasn't experienced such hot weather in his/ her life?
h) suggests drinking a lot of water?

27 **Match the weather idioms given below to their explanations.**

1) to be under the weather
2) to rain on someone's parade
3) to have one's head in the clouds
4) to get wind of something
5) to blow hot and cold
6) to make heavy weather of something
7) to be snowed under
8) to be a fair-weather friend
9) to weather the storm

a) about someone who you can trust only when things are going well
b) to be depressed because you are not well
c) to have more things than you feel able to deal with
d) to often change your opinion about something
e) to spoil something for somebody
f) to survive a crisis, to live through tough times
g) to be thinking about something that is not connected with everyday matters
h) to hear about something secret or private
i) to seem to find something more difficult or complicated than it needs to be

26 **Discuss the weather with your partner using the patterns given in the table. Express your delight or dislike with the weather. Choose questions from the models given below.**

1) What do you think of the weather?
2) What's the weather like outside?
3) What's the weather going to be like?
4) Do you think it will clear up?
5) Will the weather keep?
6) What's the weather forecast for today/ tomorrow?

USEFUL LANGUAGE

For good weather	For bad weather
• It's absolutely marvellous!	• Dull morning, isn't it?
• Isn't it gorgeous!	• Nasty day, isn't it?
• It's so nice and hot!	• I hate snow.
• Personally I think it's so nice when it's warm, isn't it?	• The heat is unbearable.
• I adore it. Do you?	• I can't stand this wind.
• We are in for a spell of good weather.	• The weather is turning bad.
• It'll change for the better.	• Rain all day long. Isn't it dreadful?
• Fancy such a day in December!	• It's pouring again. Isn't it wretched?
• This breeze is so refreshing!	• I don't know about you, but I'm fed up with this weather.
• It's so surprisingly warm for this time of the year!	• I'm just longing for some sunshine!
• What a fine day we are having today!	
• I love the sun/ frost/ snow. Isn't it wonderful?	

ВКОНТАКТЕ

28 **Choose the correct weather idiom for each blank. Make all the necessary changes.**

a) under the weather

b) to rain on someone's parade

c) head in the clouds

d) to get wind of something

e) to blow hot and cold

f) to weather the storm

g) to make heavy weather of something

1) Are you feeling a bit _____? You have been looking a bit tired and ill since you arrived in the office this morning.

2) I can never tell what mood she is going to be in. She always _____ and you have to be really careful around her.

3) Your uncle was so happy about his new model car that he had finished but his wife turned round and really _____ saying it was just a toy for kids.

4) It was only five miles to the next hotel but we _____ of it due to the weight of the packs and took nearly three hours to get there.

5) Pat lost his job and his wife had a surgery but they _____.

6) I never knew about the chance of a new job at all. I only _____ from Kathy who had overheard the managers talking at lunch in the staff canteen.

7) Daisy always has _____ — a real dreamer who finds it difficult to accept the mundane in life. She is a typical teenager!

29 **Below you will find several modern sayings about the weather. How do you understand them? Do you agree with them?**

1) All of us could take a lesson from the weather. It pays no attention to criticism.

2) Nine tenths of the people couldn't start a conversation if the weather didn't change once in a while.

3) Everybody talks about the weather, but nobody does anything about it.

4) The trouble with the weather forecasting is that it's right too often for us to ignore it and wrong too often for us to rely on it.

5) Sunshine is delicious, rain is refreshing, wind braces up, and snow is exhilarating; there is no such thing as bad weather — just different kinds of good weather.

6) There is no season such delight can bring as summer, autumn, winter and spring.

7) Wherever you go, no matter what the weather is, always bring your own sunshine.

8) Some people walk in the rain, others just get wet.

ВКОНТАКТЕ

VII. REVISION TRANSLATION

30 **Translate into English.**

Як і інші народи світу, давні слов'яни уважно спостерігали за зміною погоди, щоб передбачити майбутній врожай. Найголовнішими днями для прогнозування були дні з 26 грудня по 6 січня. Погода кожного дня пророкувала погоду відповідного місяця. Так, вважалося, що якщо, наприклад, 30 грудня було сонячно, то весь березень буде сонячним і ясним. Якщо в цей день йшов сніг, то березень очікувався дощовим. Якщо в цей день усе було покрито інеєм, то, за прогнозами, через тиждень повинно було стати тепло.

Новий рік і Різдво були особливо важливими для прогнозування врожаю. Якщо Новорічний день був похмурим, а вночі небо було зоряним, хлібороби очікували гарний врожай пшениці. Якщо в цей день було тепло і мало снігу, врожай обіцяв бути поганим. Якщо в Різдвяну ніч усе небо було покрито зірками, то прогнози на гарний врожай були ще кращі, а також очікувався великий приплід худоби (breed of cattle) і багато ягід у лісі.

Ось ще кілька цікавих народних прикмет.

Січневі відлиги обіцяють холодну весну і дощове літо.

Якщо після дощу чи грози над землею піднімається пара, то знову буде або гроза або сильний вітер.

Якщо 25 січня йде сніг, то літо буде дощовим і холодним, а якщо світить сонце, птахи з півдня прилетять раніш звичайного.

Якщо наприкінці лютого бурульки ставали довгими — весна буде довгою і прохолодною.

Якщо птахи в'ють гнізда на сонячній стороні дерева, літо буде холодним.

Якщо навесні сніг тане з північної сторони мурашника, літо буде теплим і довгим, а з південної — коротким і холодним.

Якщо в перші дні червня йде дощ, то інші дні будуть сухими. А якщо в цей місяць багато туманів, у лісі буде багато грибів.

Бджоли стають злими і частіше жалять перед посухою.

Якщо липень жаркий, грудень буде морозним.

Якщо узимку мало снігу, улітку буде мало дощів.

VIII. WRITING

31 **Choose one of the topics and write an essay (about 250 words).**

1) How the weather can help you in difficult situations.

2) How the weather affects me.

3) I don't believe weather forecasts.

4) Why I hate winter/summer/autumn/spring.

5) The season that best suits my temperament.

Unit 19

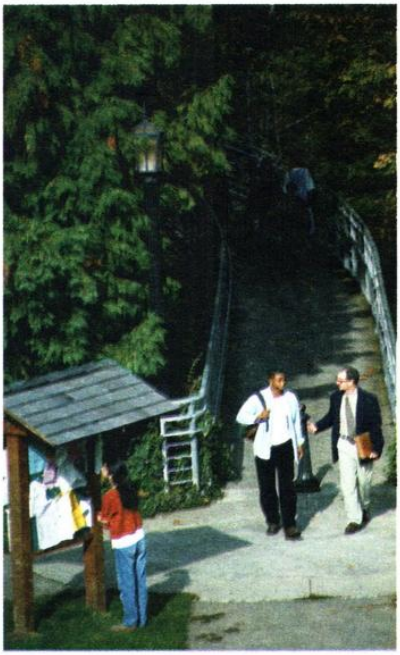
LEARN WHILE YOU ARE YOUNG

I. LEAD-IN

1 **Next to each letter write a word, a phrase or a sentence characterizing a student. Follow the example.**

S — serious when dealing with serious matters
T — _____
U — _____
D — _____
E — _____
N — _____
T' — _____
S — _____

L — _____
I — _____
F — _____
E — _____



2 **Answer the questions:**

1) What in your opinion is it like to be a student?
2) Which do you like better: your school life or your student's life?
3) Did you take a 'gap year' between school and university?
4) How did your life change after you entered university?

II. VOCABULARY

STUDENTS

- an applicant
- a first-year student (*BE*) = a freshman (*AE*)
- a graduate (student) = a grad student
- a group monitor
- a junior (*AE*)
- a post-graduate (student)
- a second-year student (*BE*) = a sophomore (*AE*)
- a senior (*AE*)
- an undergraduate (student)

3 **A) Use the vocabulary from the box and fill in the blanks. Use an article if necessary. One word is repeated twice.**

My brother's main ambition in life was to go to university. He was very hard-working and did well at school. The subjects he was especially good at were Chemistry and Biology. He applied to Harvard University and became one of the successful _____ (1) who scored high and managed to take a place in this university and become _____ (2). A year later when he was _____ (3), he started to major in Biology and made good progress in his studies. He did serious research work though he was only _____ (4) student. All the professors noted his abilities and considered him a promising researcher in future. When he became _____ (5) student, he began working for his first degree. After he completed his university degree successfully, he had every chance to go on to _____ (6) studies for his master's degree. He is now _____ (7) student and doing his research in the field of Microbiology and working at his thesis. Our family is really proud of him.

B) Now finish the sentences below with information about yourself and your plans for the future.

1) When I finished school I decided to...
2) After I handed in all the required papers to the admissions office I became...
3) Now I am in my first year and I...
4) Next year I will be...
5) In two years' time I will be...
6) When I am a .... student I suppose I will...
7) In my senior year at university I will have to write...
8) After I finish university I hope I will...
9) I think I am capable of...

4 **Answer the questions below.**

1) Why did you decide to go on for higher education?
2) What or who helped you to make a decision to apply to this university?
3) What papers did you have to submit to the admissions office?
4) In what subjects did you have to sit university entrance examinations?
5) Are you a full-time or a part-time student?
6) Is your education free or do you have to pay for it?
7) What subjects do you major in?
8) How many lectures and seminars do you have a day?
9) What subjects have you been studying in your first year?
10) How many years do you have to study to receive your bachelor's degree?
11) What qualifications will you get when you graduate from university?
12) Why do students need a student's identity card and a library card?

5 **Comment on your expectations from studying at university using the expressions from the Useful Language Box.**

USEFUL LANGUAGE

EXPRESSING HOPES

- I expected to...
- My parents/ teachers wanted me to...
- But I changed my mind and decided to...
- I think I have a good chance of doing (smth)
- When I graduate I'm going to...
- I hope I'll be able to...
- I want(ed) to be...
- I would like to...

6 **Find the words in the box that match the definitions below.**

UNIVERSITY TEACHERS

- a dean
- a deputy dean
- head of the department
- an instructor = a university teacher
- a lecturer
- a professor
- a rector
- teaching staff = faculty (*AE*)
- a tutor
- a vice-rector

a) All the teachers in a department or university.

b) A person who is directly below the dean in rank, and who is officially in charge when the dean is away; a person responsible for a certain area at a department or faculty.

c) A teacher in a British university or college who gives private instructions to one student or a small group of students.

d) A person next in rank below the rector in authority, who can represent him/ her or is responsible for a certain area of work in a university or college.

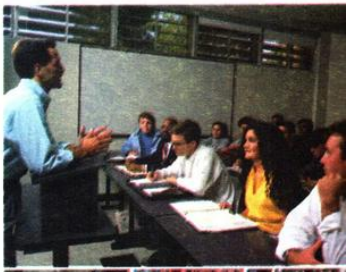
e) A university teacher of the highest rank.

7 **Characterise two different types of students using the word combinations in the box. Describe what kind of student you are.**

WAYS OF STUDYUNG

1) to have a flare for languages
2) to have a good ear for languages
3) to have a disappointing/ good/ poor academic performance
4) to have a good/ poor attendance
5) to make progress in smth
6) to master smth
7) to neglect one's studies
8) to put things off (until later/ next week)
9) to have a good command of smth
10) to miss/ skip classes/ to play truant
11) to fall behind a group
12) to catch up with the group/ material
13) to be absorbed by/ with/ in
14) to do well in
15) to meet the deadline
16) to devote much/ little time to studies
17) to be (on) top of the class

8 **Fill in the gaps with suitable prepositions if necessary.**



1) For my cousin getting _____ university isn't easy as his academic performance _____ school was never good.
2) To enter _____ Oxford or Cambridge universities you must satisfy the university entrance requirements.
3) _____ most Ukrainian universities students sit _____ their finals in June.
4) Catherine took a three-year course _____ Business Administration _____ Ealing College of Higher Education.
5) Most university courses lead _____ either bachelor's or master's degrees.
6) Studies _____ new British and American universities are not based _____ faculties or departments but _____ schools, which combine a broad range _____ related subjects.
7) There are two types _____ courses. The first type deals __ one main subject and its additional subjects _____ related fields.
8) The combined or double honours course covers _____ two main subjects _____ the same level.
9) If you skip classes and don't revise properly _____ your exam, you'll do badly _____ it.
10) Some teachers give their students tests every week to see if they are making progress _____ the subject. They also use continuous assessment with marks _____ essays and projects during the term instead of final exams.
11) Susie was expelled _____ her third year _____ her bad academic performance.
12) My granny taught me never to put _____ my project work even if it was due to be handed _____ a month later.
13) Try never to be late _____ classes as your late arrival disturbs the lesson.
14) When I went to school I was always good _____ languages but didn't do well _____ sciences.

9 **Fill in the gaps with the right form of the verbs DO, MAKE, SIT or TAKE.**

1) Have you _____ exercise 3 yet?
2) I can't come this afternoon. I'm _____ an English exam.
3) Jack has _____ very well this term.
4) I'm afraid that you haven't _____ any progress.
5) Sue didn't know the answer, so she _____ a guess.
6) You all look tired. Let's _____ a break.
7) This is a good composition, but you have _____ a lot of mistakes.
8) I think you should _____ yourself more seriously.
9) The teacher was delivering a lecture, and the class were_____ notes.
10) Paul finds Phonetics difficult, but he _____ his best.
11) If you want to pass that exam, you are going to have to_____ an effort

10 **Translate the following phrases into English.**

1) конспектувати
2) пропускати заняття
3) відставати від групи
4) одержати ступінь бакалавра/ магістра
5) добре встигати з англійської мови
6) здати курсову роботу вчасно
7) мати здібності до мов
8) добре володіти французькою мовою
9) наздогнати групу
10) приймальна комісія
11) готуватися до іспиту
12) повторювати матеріал перед іспитом
13) гарна академічна успішність
14) погана відвідуваність
15) студент першого/другого курсу
16) аспірант
17) педагогічний склад кафедри
18) бути кращим студентом групи
19) староста групи
20) студент стаціонару/ студент-заочник (вечірник)
21) подавати заяву про прийом до університету
22) студентський квиток
23) основний предмет
24) зубрити перед іспитом

11 **Use the right form of the words in the right-hand column to complete the text. Follow the example.**

Kathy decided to take Sociology this term, and now everyone can clearly see that her **introduction** (1) to the subject hasn't been very _____ (2). She must have chosen the subject because the boy she fancies also did it, so in class she doesn't always pay _____ (3) to what the teacher is saying, but keeps looking at the boy of her dream. Her _____ (4) are often _____ (5), because she is so untidy, and because of her _____ (6) to check her work thoroughly. She didn't have time to do any _____ (7) before the end of term test as she had been to a party the previous night, so she had poor results. She seems to have a _____ (8) idea that she can _____ (9) without studying. She has also had many _____ (10) and has frequently arrived late for class. This has resulted in several severe _____ (11). Although she is a _____ (12) student in some respects and used to do well, this has not been a _____ (13) term.

- to introduce
- success
- to attentive
- to assign
- to read
- to fail
- to revise
- to mistake
- success
- absent
- to punish
- gift
- to satisfy

12 **Next to each statement write the score that most applies to you: 5 — almost always; 4 — fairly often; 3 — sometimes; 2 — rarely; 1 — almost never.**

Find out your learning style

There is no right, or perfect, learning style. Everyone is, to some degree, a mixture of all three learning styles: visual, kinaesthetic or auditory, but most people may have one learning style which is dominant. If you are aware which of your styles domineers, you can fully exploit it while studying and also develop your weaker learning styles.

To find out your domineering learning style, do the questionnaire.

Your highest score indicates your strongest learning style; your lowest score shows the weakest. A score of more than 40 indicates a particularly strong style; a score of under 20 indicates quite a weak style.

QUESTIONNAIRE.

1) It helps me understand if I discuss things with other people.
2) When learning, I watch the teacher's face a lot.
3) I use highlighter or coloured pens when I take down notes or read.
4) I get good ideas while I am doing some kind of physical activity.
5) I prefer spoken to written instructions.
6) I'd rather listen to a tape than read about a topic.
7) I prefer someone to draw me a map rather than to tell me directions to somewhere.
8) I do worse on written tests than on oral tests.
9) I don't like sitting at a desk, but study, for example, on the floor or the bed.
10) I take notes but they are a bit of a mess.
11) I can easily understand maps, charts, diagrams, etc.
12) I can't sit still for very long.
13) I like making things with my hands.
14) When I am doing some work, having the radio on annoys me.
15) I like to take a lot of breaks when I study.
16) I use a lot of body language (e.g. gestures) when talking.
17) I can't picture things in my head very well.
18) I would rather start doing an activity instead of listening to instructions about how to do it.
19) I like telling jokes and can remember them well.
20) I take lots of notes when I read or listen to a lecture.
21) I doodle when I listen to a lecture.
22) If I don't look at a speaker, I can still follow well what he or she is saying.
23) I like creating models of what I am learning.
24) In a test, I can visualise the place on the page where I learnt something.
25) I like making projects better than writing reports.
26) I like to talk when I write.
27) If I read, I 'listen' to the words in my head.
28) If I write something down, I remember it better.
29) I can't remember what people look like very well; I remember better what they say.
30) If I want to remember something, for example someone's telephone number, it helps if I make a picture of it in my head.
31) If I study aloud, I can remember better.
32) I can see pictures in my head.
33) I would rather read than be read to.

Now transfer your scores to the table and add them up.

Visual learner	Kinaesthetic learner	Auditory learner
2	4	1
3	9	5
7	10	6
11	12	8
14	13	17
20	15	19
24	16	22
28	18	26
30	21	27
32	23	29
33	25	31
Total score:	Total score:	Total score:

III. READING

13 **Before reading the text answer the questions.**

1) What are your favourite courses at University?
2) Is a course on computer science compulsory or optional for university students in Ukraine?
3) If you had a chance to do elective courses at University, what courses would you sign up for?

An Elective Course

(Abridged after "The Prodigal Daughter" by Jeffrey Archer)

When Florentyna returned to Radcliffe for her third year she was greeted by a two-hundred-page course catalogue from which she could choose one elective course outside her major area of study. Miss Rose suggested she should take up something new she might never have another chance to study in depth.

Florentyna had heard that Professor Luigi Ferpozzi would be spending a year as guest lecturer at Harvard and conducting a seminar once a week. The world's leading authority on Italian architecture had chosen Baroque Rome for his overall subject. "City of the Eye and the Mind" was to be the title of his first lecture. "Prerequisites: knowledge of Latin and Italian, with German and French highly recommended. Limited to thirty students."

Miss Rose was not very optimistic about Florentyna's chances of being chosen. "There is already a line just to see him, not to mention the fact that he is a well-known woman-hater."

"Well, I want to be one of his chosen disciples," said Florentyna.

"If you fail," said Miss Rose dryly, "you can always sign up for one of those survey courses. They seem to have no limit on number."

The next morning, a full hour before the professor was officially available to see anyone that day, Florentyna was standing in front of his door. She was aware that she shouldn't bother him for at least another hour. She was ready to retreat, but the elevator had already disappeared to a lower floor. So she knocked boldly on the door. Then she heard the crash.

"Whoever that is, go away. You have caused me to break my favourite teapot," said an angry voice.

Florentyna stifled the impulse to run and instead slowly turned the door-knob. She put her head around the door and looked into the room.

In the middle of the clutter stood a tall man aged anywhere between forty and seventy. He wore an old tweed jacket and grey flannel trousers that looked as though they had come from a thrift shop or had been inherited from his grandfather. He was holding a brown handle that moments before had been attached to a teapot.

"What do you want?" he asked.

"To enroll in your course," Florentyna replied.

"I do not care for women at the best of times," he said, not facing her, "and certainly not for one who causes me to break my teapot before breakfast. Do you possess a name?"

"Rosnovski."

He turned and stared at her for a moment before sitting at his desk and scribbling briefly. "You have the thirtieth place."

"But you don't know my grades or qualifications."

"I am quite aware of your qualifications," he said ominously. "For next week's group discussion you will prepare a paper on one of Borromini's earlier works, San Carlo alle Quattro Fontane. Good day."

Without giving her another thought, he returned to the remains of his teapot.

Florentyna left, closing the door quietly behind her. Why had he accepted her so quickly? How could he have known anything about her?

During the following week she spent long hours over learned journals, making slides of the reproductions of Borromini's plans for San Carlo. She also found time to visit the china department of the campus store.

When Florentyna had completed the paper, she rehearsed it the night before and felt confident about the outcome, a confidence that evaporated the moment she arrived at Professor Ferpozzi's seminar and he said, "Miss Rosnovski is going to give us a talk on the Church of San Carlo."

For twenty minutes Florentyna delivered her paper, showing slides and answering questions. When she finally sat down, he nodded thoughtfully and declared, "A fine presentation of the work of a genius." She relaxed for the first time that day as Ferpozzi rose briskly to his feet. "Now it is my painful duty to show you the contrast and I want everyone to make notes in preparation for a full discussion next week." He flicked the first slide into the projector. A building appeared on the screen behind the professor's desk. Florentyna stared in dismay at a picture of her father's Chicago Baron Hotel towering above a cluster of elegant small-scale apartment buildings. One or two students looked at her to see how she reacted.

"Barbaric, isn't it? Note the way the tower breaks the eye's sense of symmetry and balance in order to make certain that it's the only building we shall look at." Then the professor produced slides of the Barons in London, Johannesburg and Paris, before saying, "I want your critical opinion on all of these monstrosities by next week. Do they have any architectural value? If so, why? Good day."

Everyone filed out of the professor's room except Florentyna, who unwrapped the brown paper parcel by her side.

"I have brought you a farewell present," she said and stood up holding out an earthenware teapot. Just the moment Ferpozzi opened his hands, she let go and the teapot fell down and shattered into several pieces.

He stared at the fragments on the floor. "I deserve no less," he said, and smiled at her.

"That," she said, "was unworthy of a man of your reputation."

"Absolutely right," he said, "but I had to discover if you had backbone. So many women don't, you know. Next week I shall read your defence of your father's hotel empire with interest, young woman."

"Did you imagine I would be returning?" she said.

"Oh, yes, Miss Rosnovski. If you are half the woman my colleagues claim you are."

Florentyna left, just stopping herself from slamming the door behind her.

For seven days she talked with professors of architecture and Boston city planners. She telephoned her father and his partners before coming to a reluctant conclusion that, although they all had different excuses, Professor Ferpozzi had not exaggerated. She returned to the class a week later and sat at the back of the room, dreading what her fellow students would have come up with.

Professor Ferpozzi looked at her before addressing the class. "You will leave your essays on the corner of my desk at the end of this session, but today I want to discuss the influence of Borromini's work on European churches." Then he delivered a lecture of such colour and authority that his thirty students hung on every word. When he had finished, he selected a student in the front row to deliver the next week's paper.

Once again, Florentyna remained seated while all the other students filed out. When they were alone, she handed the professor a brown paper parcel. He unwrapped it to find a Royal Worcester Viceroy teapot in bone china dated 1912. "Magnificent," he said. "And it will remain so as long as no one drops it." They both laughed. "Thank you, young lady."

"Thank you," Florentyna replied, "for not putting me through any further humiliation."

"Please assure your father that I always stay in a Baron whenever I travel. The rooms, the food and the service are perfect, and there is never anything to complain about once you are inside the hotel. Good day, young lady."

During the year Florentyna could always be found on Tuesday afternoons sitting with a pile of books, absorbing Professor Ferpozzi's lectures.

14 **Explain how you understand the meanings of the expressions below.**

1) a major area of study
2) an elective course
3) a guest lecturer
4) world's leading authority
5) an overall subject
6) prerequisites for the course
7) chosen disciples
8) a survey course
9) a group discussion

15 **Find in the text the English equivalents for the following words and expressions:**

1) предмет на вибір
2) глибоко вивчити
3) проводити семінар
4) назва лекції
5) учень, послідовник вчення
6) оглядовий курс
7) записатися на курс (2)
8) підготувати доповідь/ реферат по темі...
9) оцінки
10) репетирувати
11) прочитати реферат, лекцію
12) робити нотатки
13) прислухатися до кожного слова
14) купа книг

16 **Complete each sentence with the information from the text.**

1) At the beginning of the year Florentyna had to choose .....
2) Miss Rose advised her to ..... because .....
3) The reasons why Florentyna might not be accepted for Professor Ferpozzi's course were .....
4) On entering Professor Ferpozzi's room Florentyna said she .....
5) After being accepted Florentyna couldn't understand .....
6) Florentyna spent the following week .....
7) While delivering her paper Florentyna also .....
8) After Florentyna finished her talk Professor Ferpozzi ....., which shocked her.
9) All the next week Florentyna ..... and she finally agreed that .....
10) During the next seminar Professor Ferpozzi ..... instead of .....
11) Florentyna was grateful to Professor Ferpozzi for .....
12) Ferpozzi admitted he always stayed in a Baron because .....

IV. SPEAKING

17 **Look at the sample first-year schedule offered to students at the School of Education of an American University. Compare with your curriculum and answer the following questions.**

1) What is different? What is similar? (Compare the list of subjects and their number.)
2) Which curriculum seems more effective to you?
3) What are the advantages and disadvantages of each curriculum?
4) Would you make any changes in your curriculum? What kind of changes would they be?

Freshman Year Fall Semester:
College Writing
Foundations of Education
Theology or Philosophy
History of Early America
Introduction to Sociology

Freshman Year Spring Semester:
Effective Speech
Fundamental Ideas of Math
Theology or Philosophy
A course on/ in your major
General Psychology

V. LISTENING

18 **Here is a radio program about university life. It's a conversation between an interviewer and a student, Jessica. She speaks about some problems American students meet up with when they start college.**
Before you listen, say what problems you had when you started university. Work in small groups and list the problems in the chart below. Then listen to Jessica and take notes of the problems she speaks about.

WHAT YOU SAY	WHAT JESSICA SAYS

19 **Listen to the interview one more time and decide if the statements below are true or false.**

1) After the first year of studying at university Jessica found out that both her mother and movies about students' life were right. ☐
2) All the answers in Jessica's survey had one thing in common. ☐
3) Students in Jessica's university can work at night both in the dorm and at the library. ☐
4) Lack of sleep was mentioned in all the students' answers in Jessica's survey. ☐
5) In Jessica's college a student becomes an outcast if he or she flunks a test. ☐
6) Chris is used to getting up earlier than Jessica. ☐
7) Most students dislike sharing a small room with another person. ☐
8) James was unable to solve the problem with his roommate himself. ☐
9) Jessica and her roommate got along well from the very beginning. ☐
10) Only Jessica's well-off fellow-students didn't mention money problems in the survey. ☐
11) Jessica regrets having a job when she was a freshman. ☐

VI. SPEAKING

20 **Speak about your university. Below are the things to take into account.**

1) Location and transport approach

2) Number of buildings, departments and faculties:
- a campus
- dean's office
- a faculty office
- a day-time (full-time) department
- an evening department
- a correspondence department
- a dormitory/ hall of residence

3) Facilities:
- a canteen
- a gym
- language laboratories
- lecture theatres
- classrooms
- cloakrooms
- a library
- video classrooms with satellite TV
- on-line education
- computer classrooms

4) Timetable:
- number of shifts
- number of lessons a day/ a week

5) Syllabus/ Curriculum:
- optional and compulsory subjects
- courses
- length of courses
- exams and tests

6) Extra-curricular activities:
- a musical studio
- a choir
- speaking/ dispute clubs
- students' newspapers
- sports club
- a drama club

7) Cost
- free of charge
- annual/ term/ monthly fees

8) Students' accommodation
- halls of residence/ hostel/ dormitory
- renting rooms and flats

9) Discipline control of attendance and academic performance:
- group registers
- intermediate/ continuous assessment
- expulsion
- re-sitting exams

VII. VOCABULARY AND SPEAKING

TESTS AND EXAMS
- to revise for an exam in...
- to take an exam = to sit for an exam = to do an exam
- to pass an exam/ to do well in an exam
- to fail an exam in a subject/ to do badly in an exam
- to resit/ retake an exam
- to cheat in an exam
- to examine students
- Examination Board
- to pick an examination card
- school-leaving exam
- university-entrance exam
- term paper
- final exam
- test period
- to grind away for = to cram = to swot for an exam
- to make/ use a crib

21 **Answer the questions using the vocabulary on p. 327.**

1) How many school-leaving exams did you have to sit? Which of the exams were the most difficult (the easiest)?
2) Which of them were spoken and which were written examinations? Which do you prefer?
3) What exams and credits did you take in the first term? Did they differ from your school exams?
4) Can you say that you are not afraid of taking exams? What do you feel before and while taking exams?
5) There is a popular student's saying "A bad student always needs one more night." What about you? Do you study during the night before the exam?
6) Where do you prefer to revise for the exam: in the library? at home? sitting at your table? sitting in a comfortable chair? lying on the sofa or in bed?
7) What do you do if you feel very tired and you know that you haven't finished revising yet?
8) Do you have any special ways of taking exams like wearing particular clothes, using your favourite pen, picking an examination card with your left hand etc.?
9) There is a student's saying "You can take an exam but it doesn't mean that you will pass it." How do you understand it?
10) How would you describe the feelings of a student who has just failed an exam?
11) Why do you think some students cheat in the exams? What is your attitude to cheating?

VIII. READING

22 **Read the text.**

Tackling College Exams and Papers

Exam. It's every college student's most feared four-letter word, and the very sound of it may be enough to make your palms sweat and your blood pressure rise. People have all kinds of different methods for studying for a test. The important thing is figuring out what techniques work for you, and how you need to tailor them to your courses and vary for different test formats.

• For starters, ask a friend for his or her notes on lectures you might have missed.

• If your class requires a lot of memorization, such as vocabulary, dates etc., try making flash cards. Just writing the information on index cards can help you absorb some of it. And start studying in advance!

• Go to optional review sessions. Your teachers will give you at least general information what will be on the test just as a reward for showing up.

• Give a study group a try. Warning: study groups do not work for everyone. You may not be comfortable preparing for a test with other students.

It's really crucial that you find a study system that works for you. You may choose any mode of revising but don't leave it all for the night before.

If you pull an all-nighter before an exam, the tiredness will act against you on the test. Three or four hours spent sleeping will be infinitely more valuable to you than the pitiful amount of reading you'd be able to struggle through in that time. Tell yourself you will study for so many hours, and sleep for four.

Here are some tips for maximizing courage and minimizing physical pain the night before an exam:

• During your designated study time, stay away from your bed. For God's sake, don't study in it.

• If you find yourself drifting off, try that old remedy, the cold shower.

• Take a coffee break, or eat a candy bar — it'll give you a chance to rest your eyes and give you a second wind. But too much coffee can make you too nervous.

• Set your alarm clock really loud. And don't put it right next to the bed.

No matter what kind of test you're taking, here are some strategies that will help you:

• Eat breakfast. It does a body good. It'll keep you alert and save you from the embarrassment and distraction of a loudly growling stomach during the exam.

• Glance through the test before you begin. Scan the questions and try to do the easiest ones first.

• Watch the clock. You need to keep a close eye on the clock to cope with any test on time.

• Fight tooth and nail for every point. Even if you can't completely figure out a problem, even if you can remember only the book a quote came from and not who said it, write it down. You'll get at least partial credit.

• When in doubt, guess. You should guess on multiple-choice or true-false exams; your chances of guessing right range from one in four to fifty-fifty. It's far better than leaving anything blank.

• Name-drop shamelessly. Pack your test with all the substantially relevant facts — names, dates, theories — you can remember. Don't forget to cite the reading or lectures the information came from. Include catchphrases; they hopefully make you seem more knowledgeable than you actually are.

• Proofread your work. Glance quickly through your blue book*. Make sure you've answered every questions. Proofread your essays and make sure they have transition sentences. And, please, please, please, make sure you put your name on it!

* a book with a blue cover that is used in american colleges for writing answers to examination questions

23 **Match the right explanation in the right-hand column with/ to the words and word combinations in the left-hand column.**

1) an exam format	a) to read very quickly but carefully
2) flash cards	b) a card with a word or picture on it, used in teaching or learning
3) crucial	c) a sentence or phrase from a book, speech etc which you repeat in a speech or piece of writing because it is interesting or useful
4) to scan	d) an occasion when you spend the whole night studying or doing written work in university
5) an all-nighter	e) empty, without any writing, print
6) a quote	f) the size, shape, design etc., in which an exam is produced
7) blank	g) to mention the name of a famous person that has some connection with the topic, in order to impress other people — used humorously or to show disapproval
8) relevant	h) directly relating to the subject or problem being discussed or considered interesting or amusing
9) to name-drop	i) to read and correct a piece of written or printed work
10) to proofread	j) extremely important

24 **Find the following words and word combinations in the text.**

1) застосувати до чого-небудь
2) вирішити
3) ходити на додаткові консультації
4) повільно засинати
5) цитувати
6) включати «крилаті» вирази
7) перевірити
8) швидко переглянути зошит для тестів на іспиті
9) конспекти лекцій
10) знайти другий подих
11) боротися не на життя, а на смерть
12) уважно стежити за ким-небудь або чим-небудь

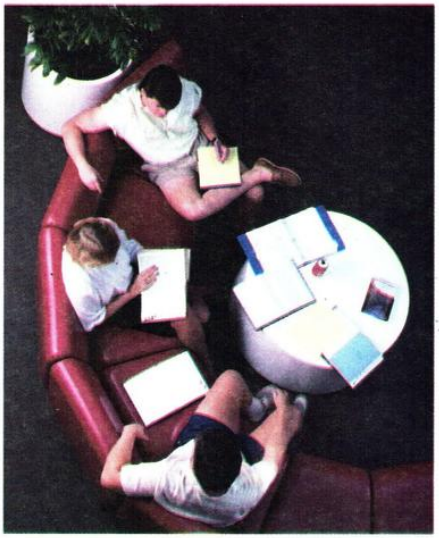
25 **A) Discuss the questions below with your partner.**

1) Do you prefer to revise for exams and tests alone or with other people? Why?
2) In what way do you memorize facts, dates and vocabulary?
3) Do you read your notes before exams and tests?
4) Do you find optional review sessions helpful? Do you attend them?
5) What prevents you from preparing for exams well?

B) Work in small groups and find out which of the tips given in the text

- all of you know and use.
- are new for you and you would like to use them in your studies.
- you consider unsuitable for your learning style.

Share your methods of revising for exams.



IX. LISTENING

26 **A) Choose a noun to go with the following adjectives from the listening text that will follow.**

• weekly	• people
• average	• students
• sophisticated	• assignments
• challenging and rewarding	• knowledge
• applicable	• studying
• university-related	• progress

B) Now transform the sentences using the word combinations you've made.

1) Everything I'm learning in my course of General Linguistics can be used in the future.
2) Teachers at this University set us difficult but interesting tasks and we really feel satisfied when they say we've done them well.
3) All the students in my group are extremely clever and interesting to talk to.
4) Everyone who either studies or works at the university lives on campus.
5) My teachers say I'm doing pretty well but they seldom give me excellent marks.
6) Every Monday we are told to write either a composition or an article for the next Monday's seminar.

27 **You are going to listen to Katherine who has just started college in a small town of Davis in the USA. She will tell you about her first impressions and experiences.**

A) Listen to Katherine and say in what situations she used the word combinations from the exercise 26.

B) Listen again and fill in the gaps in the sentences with the exact words and word combinations from the text.

1) Life here is _____ — according to the syllabi and the amount of work to be done.
2) College is very different from school in terms of the community both of students and professors, from you.
3) They are _____ and include History, Home Politics, and International Political Economy.
4) My roomie is cool, we are taking the same classes, and _____ very well.
5) It takes about 3—4 minutes _____, and all the shopping is nearby.
6) I've also _____ a couple of extra classes.
7) Every week I get about 1000—1500 pages to read _____.

C) Answer the questions using the information from Katherine's talk:

1) How does Katherine describe her first weeks of learning?
2) What do you think is her major? What subjects has she taken?
3) What have you learnt about people in Katherine's college?
4) What does Katherine do in her spare time?
5) How does she describe Davis?

X. READING AND SPEAKING

28 **The following is an extract from a letter, written by an Ukrainian girl, Olga, studying in a grad school in California, to her former teacher in Ukraine.**
In her letter Olga uses the expressions below. Make sure you understand them. Say, whether you can apply the expressions to your own student lifestyle:

1) a rigid schedule
2) extramural activities
3) an ambitious to-do list
4) to grab a snack
5) to get pushed over to tomorrow (about a task)
6) to bounce around ideas with somebody
7) to face a temptation
8) to resist a temptation
9) to yield to a temptation
10) to keep someone in check

29 **Read the text quickly and then do the true/ false task.**

Our routines are unlike those of undergraduates, or of those who are out there in the real world — working nine to five, six, seven or however late it takes to finish a day's job.

Being in grad school takes a lot of discipline and self-policing. If you are an undergrad, usually you have a somewhat more rigid schedule, less homework and there is time left for extramural activities, so to say. So, my regular day is not quite regular in a regular sense.

This said, my usual day starts at around sevenish/ seven-thirtiesh with a disturbing chorus of about three alarm clocks. I try to get up early, but I like to sleep a lot. Thus, most of the days I manage to cheat my alarms and snooze for about half an hour... Uh, the wonders of technology. Eventually, I wake up and glance over my to-do list, which is at most times quite ambitious and requires more than one day's time to complete. My daily planner is usually full of to-read, to-write, to-email and to-talk-to-people lists. The first two take about ninety percent of the day. This term I am in class for only seven hours a week. Which would under different circumstances mean that I am supposed to have a six-day week-end. In my case, however, being in class is the easiest thing on my to-do list. When it's not a Thursday or Tuesday (the two days when I have classes), I am usually in a local café by about 8.30 with my laptop and a pile of articles (or books) to work through. I read, I take notes, I write papers I have to. This process takes patience and a lot of coffee. By about lunch-time I am usually ready to grab a snack and go to the department, where I write all the e-mails (to professors, student-colleagues in other universities): e-mails would normally go with a sentence or two of some text, and an attachment — a working paper, a presentation, a report or whatever people want from me. I print out more articles. At days when I feel extremely productive I go to the library and pick up a couple of books I think I need and that, at the moment, I have every intention to read (hah, they add a line or two on my day's to-do-list and always get pushed over to tomorrow. You have to put off till tomorrow what you can't do today. Literally).

Yesterday, I was out of the library by about two, and headed back to Café Roma. This is my favorite place to study — it's very grad-student friendly, they have cheap coffee, desserts, and good music. But it's quiet at the same time and there are nice nooks with couches and lamps, so I usually stay there till about sixish. On a nice day, though I would go out and do my work in a little park down the road — you can lay out on the grass and read all you want. In winter time it's mostly raining and, thus, grass-laying and sun-bathing could be quite complicated. So, I'm in Roma.

Then — I head home, cook or warm up dinner, chat with my roommate for a while (while trying to watch some TV, read some article or all of the above at the same time). The working day continues. I stay up till about midnight, or later at days of long to-do-lists and then I crash. Then it all starts all over. In the worst case to-do-lists demand twenty-four-hour attention and the next day becomes a part of the previous day.

Weekends, you ask me. Hmm, about the same. Boring, you say. Naah. Ask me why? Well, that's why I'm where I am — I love grad school. I love people I socialize with. I love doing what I am doing. I am at the right place.

And there are always the right people to bounce around ideas with, to have a coffee with, and especially to talk political science with. Those are the people in Café Roma, in my department and in the "to" line of my e-mails. And you know that you are not alone on your journey — there are other grad students who run similar schedules. And there are other grad students who do the same all over the country. We are a bunch of fun, easy-going smart people who like spending their lives doing just what I have described.

Sometimes we meet up, party, fool around, drink, dance, karaoke, watch movies, work out, and travel. It feels great to belong to a community, and the routine graduate student life-style has its payoffs. The usual routine may be an exception. There are temptations I face everyday, such as sleep late, stay in, watch stupid TV shows, or do nothing. But — hey — sometimes I resist them, sometimes I yield to them. What keeps me in check is my own precious self. And my persistent watch-dog, my tomorrow's to-do-list.

30 **Mark the following statements true (T) or false (F).**

1) In a grad school Olga's schedule is even more rigid than it used to be when she was an undergraduate. ☐
2) Besides being in a grad school Olga also has a day job. ☐
3) Olga always gets up early, woken up by her alarm-clock. ☐
4) The first thing Olga does in the morning is looking through the list of what she has planned for the day. ☐
5) Olga spends most of her day reading and writing. ☐
6) Olga spends seven hours a day in class, but only once a week. ☐
7) She usually spends her morning at the department, sending e-mails to professors and other students. ☐
8) Café Roma is the one where grad students are always welcome. ☐
9) Olga prefers studying in Café Roma because she can always find a lot of people to help her with her assignments. ☐
10) What helps Olga not to resist temptations is her own self-discipline and understanding of what her duties are. ☐

31 **Speak about what you have found surprising in Olga's routine. Use the expressions from the box below.**

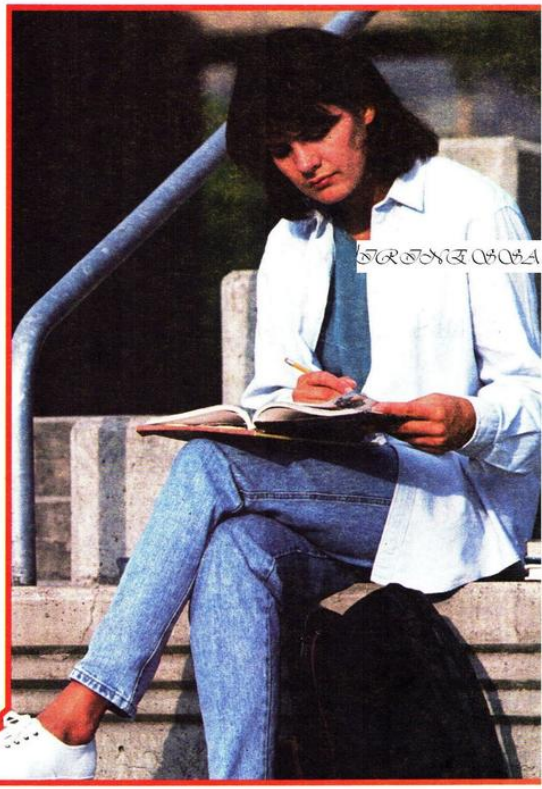
USEFUL LANGUAGE BOX

SHOWING SURPRISE

- It's (rather) surprising/ amazing/ astonishing that...
- I'm very surprised/ astonished that...
- How strange/ odd/ astonishing/ amazing that...!
- I had no idea that...
- That's incredible that...
- She must be joking saying that...
- She can't be serious saying that...

32 **Explain how you understand the following quotations.**

1) "A university should be a place of light, of liberty and of learning." *(Benjamin Disraeli)*
2) "Knowledge is a city, to the building of which every human being brought a stone." *(Ralph W. Emerson)*
3) "Education is what remains when we have forgotten all we have been taught." *(Lord Halifax)*



XI. WRITING

33 Think of a situation from your own or your friends' experience to illustrate the meaning of the following proverbs. Describe the event in writing in the form of a narrative composition.

1) Like teacher like pupil

2) It's never late to learn

3) Live and learn

4) Little knowledge is a dangerous thing.

XII. REVISION TRANSLATION

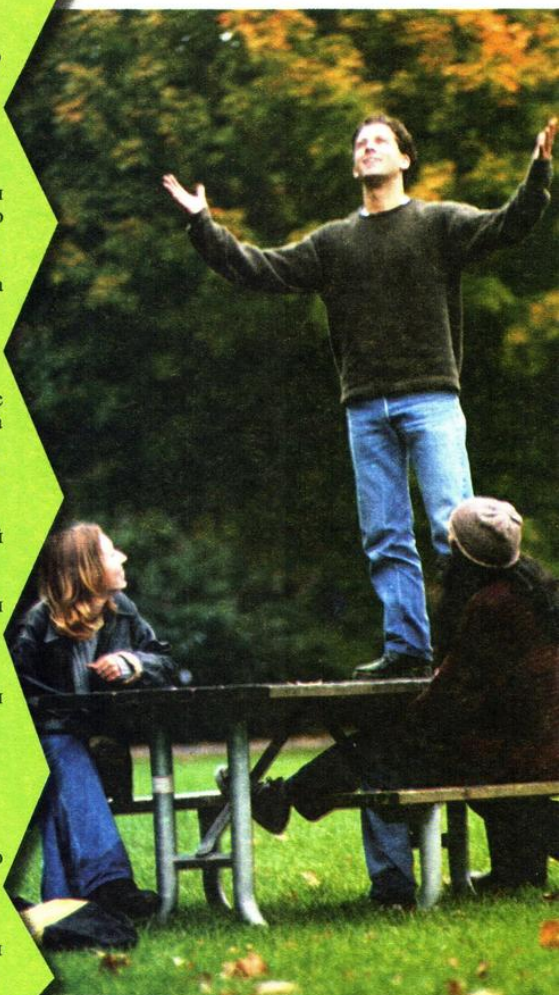
34 Translate into English.

1) У мене завжди були здібності до іноземних мов. Моїми улюбленими предметами в школі були англійська мова, російська та українська література. Тому я вирішив піти на факультет іноземних мов, де я зможу спеціалізуватися з цих предметів. Крім того, я вибрав німецьку мову. Перед вступними іспитами я подав документи до приймальної комісії і почав готуватися до іспитів. Я склав два екзамени з англійської й української мов на «відмінно». Тепер я студент денного відділення. Учитися в університеті важко, але цікаво. Щодня в нас три пари: лекція, семінар і практичне заняття. Більш за все мені подобаються заняття в лінгафонному кабінеті, де я можу удосконалювати англійську і німецьку мови. Я приділяю багато часу навчанню і сподіваюся досягти гарних результатів.

2) У своєму житті я ще не зустрічав жодного школяра чи студента, який би не боявся іспитів. Я теж їх боюся, хоча це досить дивно, тому що я завжди добре їх складаю і ніколи ще не провалив жодного іспиту. І все одно, щораз перед іспитом я дуже нервую. А ви знаєте який-небудь спосіб, як побороти страх перед іспитом?

3) У школі Сью завжди одержувала гарні оцінки з алгебри і геометрії. Їй подобалося не тільки самій розв'язувати складні задачі, але і пояснювати новий матеріал тим учням, хто через хворобу відстав від класу і не міг сам розібратися в ньому. Тому після закінчення школи вона вступила до університету і чотири роки вивчала математику. Потім вона 2 роки готувалася стати вчителем математики в педагогічному коледжі. Там вона одержала ступінь магістра і зараз навчає дітей в одній із шкіл Лондона.

4) Том дуже втомився, працюючи над своєю французькою, і захотів спати, але чашка паруючої кави розбудила його і надала йому другий подих. Він знову з ентузіазмом взявся за переклад.
5) Мартін провалився на екзамені з історії, і йому треба було складати його ще раз. Він був розстроєний, але розумів, що його невдача пояснювалася декількома причинами. По-перше, його відвідуваність і успішність у семестрі були досить поганими. Оскільки ніхто не платив за його навчання, йому треба було заробляти самому. Він працював барменом у нічному клубі, а вдень учився. Іноді на лекціях він відчував, що його увага слабшає і він засинає. По-друге, він ненавидів зубрити, а курс історії був повний дат і подій, які треба було вивчити напам'ять. По-третє, у нього не було конспектів усіх лекцій, і він не ходив на додаткові консультації. Але він знав, що йому доведеться запекло боротися за свій бакалаврський ступінь, і єдиний вихід був — знову з ретельністю взятися за навчання.
6) Розпорядок дня студентів відрізняється від життя школярів. Навчання в університеті вимагає більшої дисципліни і самоорганізації. Насамперед, ви повинні дотримуватися суворого розпорядку, відвідувати семінари і лекції, здавати своєчасно всі роботи. Для цього вам краще складати список необхідних справ у вашому щотижневику заздалегідь. Якщо в мене з'являється вільний час, я проводжу його з друзями. Ми ходимо в наші улюблені кафе, де п'ємо каву, їмо десерти, слухаємо гарну музику і розмовляємо. Може, таке життя здається нудним, але мені подобається учитися в університеті, і я упевнений, що я на своєму місці.



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